DOCUMENT RESUME

ED 132 755 EC 092 054

TITLE Case Studies of Gifted Students: Work Resource Packet.

INSTITUTION Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.

PUB DATE 76

NOTE 169p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.

DESCRIPTORS *Career Exploration; *Case Studies; Exceptional Child Education; *Followup Studies; *Gifted; Longitudinal Studies; Occupational Choice; Post Secondary Education; Secondary Education; Self Evaluation; *Vocational Development

ABSTRACT

Provided are 11 case studies of gifted students based on materials from the 4 years the student participated in a special program for superior high school students, followup questionnaires from 1, 4, 6, and 10 years after high school graduation, and a personal interview. The studies, organized longitudinally on the basis of a career development model, are presented to show the influences and significant factors in career development as perceived by the student. Data are given in the areas of awareness, orientation, exploration, selective formulation, and action in regard to self, social relations, and resources. Some studies include a test record; and all include a comprehensive summary and conclusions section with demographic, family, and other personal data. It is noted that these case studies have been used as a part of in-service workshops for counselors and teachers. (IM)

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CASE STUDIES OF GIFTED STUDENTS:

WORKSHOP RESOURCE PACKET

by the Research Assistants Staff,

Research and Guidance Laboratory
University of Wisconsin-Madison

(1975-1976)

EC092054

INTRODUCTION

The Research and Guidance Laboratory of the University of Wisconsin-Madison is a center for research and service to school districts in the area of education for superior students. A unique feature of the Laboratory has been its emphasis on longitudinal data. The Laboratory was founded in 1957 and has worked with over 3,500 high school students identified as superior. It has been a function of the Laboratory staff to gather follow-up data on Laboratory students for up to 10 years after high school graduation.

The following case studies are based on materials that include the 4 years a student participated in the Laboratory, follow-up questionnaires of 1, 4, 6, 10 years after high school and a personal interview with the individual (these interviews were conducted 1975-76).

The purpose of the case studies were to organize longitudinal data on the basis of career development. The career development model used was the Wisconsin Career Education Planning Model developed by Dr. Philip Perrone, UW-Madison. The materials in these cases are presented to show the influences and significant factors in career development as perceived by the individuals.

These cases have been used as part of in-service workshops for counselors and teachers. They are used as resources for longitudinal information about the patterns of vocational development in superior students.

These case studies were compiled by the entire Laboratory staff (1975-76). Individuals chosen for case studies were among 1963-64 graduates of the Laboratory program. Students that could not be contacted or had information missing in their Laboratory folders were not considered.

Nick Colangelo, Project Coordinator
Research & Guidance Laboratory
1976

TWENTY QUESTIONS ABOUT A CASE STUDY

The following questions may be used in the evaluation of a case study written by another person or of one you have written. They may also be used as a checklist in deciding whether you have the materials you need and have done enough thinking about them before you begin to write your case study. None of the questions should be answered with only one word. Some statement should be given of how the reader arrived at an answer for each question.

1. Are there any serious omissions in the data? You have to decide what you consider a serious omission.

2. Was more than one method employed in the collection of the data? Obviously if the case report consists of only a series of interviews it will be inadequate, since it cannot provide information about the behavior of the subject when he is not in the presence of the investigator. In a good case study, you expect to find evidence of the use of tests, personal documents, behavior descriptions, interviews, and other techniques employed in the study of persons.

3. Has more than one school of thought been considered in the interpretation of the data? You must be familiar with the many possible interpretations. Most statements in a case study are based on the school of thought espoused by the writer, but in a good study the writer will have suggested other possible interpretations. You will seldom find that this has been done.

4. Are the sources of all data specified? The author of the case study owes his reader a clear description of the sources from which his information was collected, knowledge of when it was obtained, and the technique employed in obtaining it. It is not necessary to be explicit about the source of the information contained in every sentence, but it should always be made clear to the reader whether the data were obtained directly from the subject or from a secondary source.

5. Have independent judgments been made by use of tests, judges, and those who provided behavior descriptions? The emphasis here is on the word independent. There is, of course, some merit in a summary behavior description compiled after the result of discussion of several observers, but it will usually be well to obtain uncontaminated and separate judgments from several individuals who have observed the subject in different situations. These may be pooled later, but a pooling obtained from several independent judgments is likely to present a more valid picture than one judgment made in collaboration.

6. Have reference points for statistics been given? As indicated in previous discussion, numbers without some basis for comparison may be misleading.

7. Has consideration been given to the possibility of deception by the subject? For many reasons, people do not always tell the truth. The need for verification of reports obtained from secondary sources is particularly important, but subjects may deceive an interviewer unless he makes special efforts to check the veracity of statements. Unverified data may lead to faulty interpretations.

8. Is the cultural situation given in enough detail? The reader will have to define the word enough. If he finds insufficient information about the community in which the subject lives, inadequate data about the situations met, or paucity of accounts of experiences encountered, he must answer this quesiton in the negative.

9. Is the description of the family situation presented? Particular attention should be paid to the presentation of information about both parents and the need for a description of the atmosphere of the home, as well as a statement about economic circumstances.

10. Is the developmental story told as far as it is relevant? In some case studies it will be desirable to have a record of events in early childhood; in others that period may be so far removed that the events cannot be recalled with validity. In each case the reader will have to decide whether the record is long enough to indicate the main influence on the subject's development. Every case study does not require an elaborate description of early infancy.

11. Has adequate attention been given to current trends of behavior? In this, the above, and the following question, the reader will consider the danger of stressing one period of a person's life without giving enough attention to the past and, perhaps, the future. Although the developmental trends are most important, it is essential that current behavior and performances be reported and that some attention be given to the subject's aspirations and plans for the period ahead.

12. Are future plans given enough consideration?

13. Are data presented as evidence when predictions are made? The making of predictions is a hazardous procedure, even when the case record seems to be quite complete. If, however, they are attempted, the writer should make very clear the bases on which they were made.

14. Has due care been exercised in the interpretation of the motivation of the subject? Earlier in this volume it was indicated that making interpretations of the subject's behavior is a very difficult undertaking. Has the case writer indicated that full consideration has been given to this matter?

15. Are concrete illustrations of general categories presented? Every category that the writer uses for the classification of his subject should be followed or preceded by specific reports of the behavior on which the categorization was made.

16. Have censorial terms been avoided? If the case study writer makes judgments about the subject and describes him with terms such as poor, careless, irresponsible, bad, or lazy, he is name-calling rather than presenting information about the subject's behavior. If he quotes others who use such terms, he must make it clear that they are quotations.

17. Is the writing good? The judgment here will not be solely in terms of grammatical construction and mechanics of language; the reader will look for continuity and coherence. He will probably judge this best by deciding whether he wanted to continue reading the case study. If it does not hold his interest, the writing is probably not good.

18. Has maximum brevity been sought? The presence of extreme wordiness, unnecessary repetitions, and data for which no reason is given or of which no use is made suggests that the answer to this question would be negative.

19. Does the opening paragraph set the tone for the study? The opening statements must be such that the reader wants to learn more about the subject of the case study.

20. Do you feel that you really know the person when you have finished reading the case study? If the answer to this question is, "No" (and it must always be so in the current knowledge about writing case studies) the reader should think of ways he would secure more information to help in understanding the subject. And if, for example, he says that he would like to interview the person, he should indicate clearly what he thinks an interview will add to real knowledge of the person. It is not enough to answer this question "No." Constructive suggestions should follow.

CASE OF JOHN

AWARENESS - SELF

Ninth Grade

"There are several forces that don't come from other people, but from inside me. My natural curiosity is one of these factors, and my powerful imagination is another."

Tenth Grade

"My future as I can see it lies in the field of science."

"During my early school years and up to and through this year, I have found my schoolwork to be very interesting to me and very easy. I have never encountered any school subject that left me behind for any period of time."

"My parents would not be disappointed if I didn't go on to college, but I would be."

Eleventh Grade

"Adulthood is attained when the person in mind is mature enough to be responsible for his own actions and ready and willing to stand beside what he or she has done."

The combination of teaching, doing chemical research, and consulting with industry attracts him more than the limited aspects of one of the three areas.

"I'd like to work with people through chemistry."

Twelfth Grade

"These experiences at the Laboratory have been very valuable to me. They have presented to me many new ideas and helped me immensely in forming my final decision concerning a career. When I reach this decision, I am sure that the effect the Guidance Laboratory has had on me will play a large part in the direction and course that I take."

"I have enjoyed high school, but I am anxious to get on to college."

Diversity of activity seems to be an important consideration when he thinks about a possible occupational choice.

Although competitive athletics are satisfying now, he doesn't plan to enter inter-collegiate athletics.

In relation to study skills when starting college, "Mine were atrocious, but I was able to study when the need arose."

10 Year Follow-Up

"My experience or internship (1971-72) demonstrated to me the invaluable nature of quality counseling, as I had a superb relation with my intern supervisor. His support, criticism, and concern have shaped my career direction in ways that I am sure will have the longest term results."

"My work is extremely satisfying, challenging, and provides the opportunity for continuing learning and development."

"I feel I am flexible and adaptable, both of which are very necessary in my work."

Questionnaires*

"I think at any rate that the most significant factor for me has been encounters with personal models of involved lives--people who have exhibited both intellectual and personal-ethical commitments in integrated and sustaining and joyful life patterns."

"I also feel a strong need to strengthen myself in areas of counseling and pastoral care skills, but finding time is difficult."

"I have a feeling of lost time intellectually, as if I have really just matured or at least have entered mental puberty. I would have taken greater care in my selection of studies and greater care in my style of studies."

"I had a sense of being among the more intelligent of my classmates."

AWARENESS - SOCIAL

Ninth Grade

"My family have certainly done a great deal in directing my future. My teachers have also influenced me to a certain degree."

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*John was interviewed 13 years after high school graduation and completed follow-up questionnaires 1, 2, 3, 4, 5, 6, & 10 years after his graduation.

"From my experiences with friends I have learned to choose my real friends carefully."

"Sometimes a book can make me change my whole opinion on a subject. My job has also changed and made me a more thrifty boy. Last, but certainly not the least the church has made me a better person."

Tenth Grade

"Some students resent you if you seem to work hard but this doesn't phase me."

In comparison to other students in college in terms of high school preparation: "I am as well prepared as some, better than others and not as well as a few. I feel that I wasted a lot of good opportunity in high school."

Questionnaires

"I think I am treated as a talented co-worker on a staff of talented co-workers, with my own special areas of interests and concerns. I may be seen as the 'most intellectual' of the staff in my interests."

AWARENESS - RESOURCES

10 Year Follow-Up

"I had comparatively little counseling other than the Superior Student Lab in Madison."

ORIENTATION - SELF

Ninth Grade

John plans to attend college after high school graduation. At this time he thinks his area of study will be zoology and oceanography.

Tenth Grade

He spends an estimated two hours per week on non-assigned readings and primarily selects science fiction or documentary type books.

Eleventh Grade

"I'm interested in studying chemistry and possibly atomic chemistry. I've heard that Wisconsin is good in chemistry and because of expenses I think I could afford to attend my state university."

Attendance at _______ University, to work for a Master's degree in chemistry would be his choice after completing an undergraduate major in chemistry. If possible he then would like to continue work for a doctorate in chemistry.

He has identified as most interesting to him vocations in chemistry, teaching at the university level, being an atomic chemist, or chemical engineering.

Twelfth Grade

"I like music but whether I could make a career in it is a horse of another color."

"I am intent on getting the most out of the entire college atmosphere--both academically and socially."

Questionnaire

What did you want to be? "When? 8th grade--a forest ranger; 9-12 grades--a chemist or maybe a musician . . . then theologian (college years--late)."

ORIENTATION - SOCIAL

On Laboratory experience: "Tests were very informative and talk with professor in chemistry was very helpful."

ORIENTATION - RESOURCES

Tenth Grade

At the present time John is seriously considering going to the United States Naval Academy. He has read a bulletin on the academy loaned to him by the school counselor and was rather well-informed on many of the details of admissions, curriculum, and obligations.

John plans to take preliminary steps toward admission (of U.S. Naval Academy) by contacting a Congressman next fall.

EXPLORATION - SELF

Twelfth Grade

"I must prepare. . . I shall be ready, 'should be the motto of today's youth.' Did I say should be? No. . . rather it must be. If it isn't and the youth of today do not prepare. . . If I do not prepare to face the challenges of the world tomorrow, we will surely lose control of it and drag ourselves down into the pit of oblivion."

First semester at U.________ changed from Chemistry to Humanities with a concentration on History.

"I was disgusted with the narrowness of the field of chemistry."

EXPLORATION - SOCIAL

Eleventh Grade

"I work in the local library as a page."

Twelfth Grade

In addition, John has read an outstanding selection of books from the list of recommended reading for college-bound students.

John had an opportunity to visit with Dr. Holt, professor of Chemistry and wrote that "It was a rewarding experience and answered many of my questions."

SELECTIVE FORMULATION - SELF

What I want to do after graduation: "I would like to go to the U. of_________ or ________ School of Theology in order that I may teach theology."

What choice of a vocation have you made: "Theology--teach on the university level."

"I will teach systematic theology or philosophy of religion (depending upon the nature of the school) in some institution of higher learning."

Relationship between high school counseling and current status: "I was made aware of certain underlying interests in the humanities which I hadn't previously considered. These eventually became my dominant interests after I made plans for a career in chemistry."

10 Year Follow-Up

"I would like to be teaching in a seminary or divinity school as I feel my greatest abilities lie in this path."

Questionnaire

Career as an occupation or a way of life: "Mine is surely a way of life. It is a dimension of my self-identity, though not the sole shaper of my identity. I have felt that I have been able to shape my career to fit my personal style."

"I wish to open for myself some fields of work where I might have a freer hand for control and suggestion."

SELECTIVE FORMULATION - SOCIAL

10 Year Follow-Up

Why did you choose the job you now have?: "Combination of personal planning and fortuitous circumstances (good experiences in working in the church over the past eighteen months); personal support by pastoral supervisors very important."

Questionnaire

"There are areas of work in which I would like to forge ahead, but which are not available to me (due to the processes of working on a large staff)."

"The most significant figure in my career development may have been the supervisor of my post-seminary internship."

SELECTIVE FORMULATION - RESOURCES

Twelfth Grade

John has availed himself to information about student loans and freshmen scholarships while at the Laboratory.

ACTION - SELF

10 Year Follow-Up

Training in the future: "Doctorate in systematic theology/further clinical pastoral education to aid in counseling (I would like to teach but maintain a pastoral role)."

Questionnaire

"I have been considering a career in the teaching ministry of the church, which would mean further education in theology."

What I will be doing 5 years from now: "I will be involved in the pastoral ministry of my church, though undoubtedly not at this location. The time is fast coming when I will be moving (this is normal in our church), though I do not know where. I hope to be doing some writing by that time."

ACTION - SOCIAL

Leadership positions and honors: "Secretary Henry Rust House, Vice President Phi Eta Sigma."

Student Roles: "President, Henry Rust House, Acting President--Phi Eta Sigma."

"Acquisitions person for the ________ School of Theology at _______ Library. I order and partially process library materials for the seminary library."

Test Summary:

In Laboratory program from 1960-1963

TEST

School & College Ability Test	Form	Grade	Percentile	Norms
Verbal	2A	9	96-99+	
Quantitative			99+	9th Graders
Total			99+	
Differential Aptitude Test				
Abstract Reasoning				
Verbal Reasoning		10	97	10th Boys
Numerical Ability				
Davis Reading Test				
Level of Comprehension	1A	10	96	11th Graders
Speed of Comprehension	1A	10	97	11th Graders
Watson-Glaser Critical Thinking	AM	11	99+	High School
STEP Science	2A	9	98-99+	9th Graders
Terman Concept Mastery	T	12	Raw Score 100	Lab Average 60-69
WITS-Quantitative			43 Correct of 50	Norms Not Available

SUMMARY AND CONCLUSIONS

John is a minister at the _______________ Church in ________, Wisconsin. He is characterized by himself and his colleagues as the "intellectual" on the staff. Most philosophical and theological questions are brought to him. He is also the advisor for the youth and university students. He views himself stronger as a teacher and is considering moving in favor of his present position in the next two or three years. What is extremely important to John is maintaining a breath of intellectual and people oriented activities. This is a concern we will see often in his life. He is thinking of getting a Ph.D. in systematic theology.

John sees himself as basically satisfied in his field. He believes he is building himself a solid foundation in theology and counseling. He seems to consistently maintain an awareness of his own commitment to his profession. He is realistic about options and doesn't imply that he must stay with his field of choice because it's too late. He gives a sense of free choice in remaining a minister. In his own words, "There are no other options I want." John is in a field by deliberate choice and not circumstance.

He is his own critic in his work. He feels most comfortable with intellectual issues. He sees some "defects" for himself in counseling. He feels he has become much more sensitive to his parishners and feels good about his progress in this area.

He describes his interests as "Catholic" and a variety of broad based interests. He reads broadly but tends to be reading several different things at once and often does not complete any one area in detail. His thinking about problems is in a broad perspective. He views himself as a "contextual thinker"--he is interested in how things relate. His interest is in common theme rather than specific compartmentalized ideas. He makes use of imagery. Many of the ways he thinks about the church and other areas is in images. Also, his sermons tend to be combined with poetic images. Use of imagery is something John demonstrated as a child as we will see later. His science background is evidenced in much of his thinking but it has taken on a distinctive quality. He is more interested in the culture of science rather than the gadgets. He is interested in how the scientist goes about his work. He wants to know the data, but I look for the larger interpretation. This interest in viewing things in a larger and usually more human related perspective is an important point to keep in mind when we discuss John's change from science to the humanities.

In discussing how he goes about doing his tasks, John admits he is not well organized. He tends to put things off and does things at the last minute--a trait from his public school days. As he states "he can be easily interrupted from his work." However, he always does get his job done--again a realization that his abilities are high and that he is confident of meeting challenges.

When talking about career choice in his life, John said, "I can't put my finger on a good sound hard line career choice. I can't recall reasons why I went to that school (_______)." However, John feels that he has become much more self-accepting and has formed his own identity. He feels his life has become more deliberate in the sense that he is in control of much of what happens. He states "People don't make rational systematic choices--we have to have a certain amount of spontaneity." While allowing for spontaneity John definitely does not view himself as sitting back and letting things happen to him.

He views himself as happily married. His wife is a former graduate of the Research and Guidance Laboratory. He has thought considerably about how he would raise kids--but at this time they have not decided to begin their own family. John comes across as having a definite thought out value system. He views himself morally in the traditional Christian model where the final criteria is love of thy neighbor. He believes in applying what he teaches. Also, he doesn't perceive any major splits or paradoxes in his moral/value system. Interestingly he is least comfortable with the "very pious people" in the sense of those people who consistently use pious words. He is not comfortable with this style.

In his free time John enjoys activities such as reading, TV (old, violent movies), camping, cross-country skiing, canoeing, solitaire and "straightening things up."

In thinking about his future John states "It's open but frought with hazards." He is optimistic about the possibilities for himself and the world. He is optimistic as long as people are willing to do something and not believe that things will "just get better." He strongly believes the church has an important role in the future in helping to humanize the environment. He sees himself as actively participating in this as actively offering people a sense of hope and necessity for sharing. He sees his global perspective as offering realistic options and that he is willing to live a life-style that is consummate with his views on life.

The remainder of this study is to get some background on John leading up to what was described about his "present." This case study is based on the following:

1. Two personal interviews
2. Laboratory folder of grades 9-12
3. 1, 2, 3, 4, 5, 6, & 10 year follow-up questionnaires
4. Questionnaire by M.P. Sanborn sent in 1975.

Early Childhood

John remembers himself as very verbal as a child. He would hear jokes or stories and could remember and pass them on. Sometimes he would hear "dirty" jokes and repeat them for the family not understanding what he was saying. The family used to laugh about this and John did too, not knowing why but enjoying the attention.

He also had a very active imagination at this time--much of this seems to have left him as he entered junior high school. He would make up stories to himself "with connected ideas." He had vivid images of whatever he would make up. Sometimes he would talk himself to sleep. He didn't share these fantasies with others, he realized they were made up and private. There seems to be a more mature form of this same use of imagery in John today when he talks about using images to describe things and use of poetic imagery in his sermons.

His father would animately read the Sunday paper to the kids. John loved this. Father also taught John much about nature and appreciation of the environment. John recalls learning much from both his parents. His Mother lead artistic learnings and she would take the kids to museums, concerts and numerous other cultural events. This was quite rare in a small town like _________. In recalling his parents through his childhood and later years, he sees that they supported him and were always most concerned that John do or be whatever he wanted to. They would teach him and give him attention but he remembers being allowed a lot of freedom in his life. When it came time to choose a career or college John recalls that his parents wanted it to be his choice. He remembers his father wanting him to go into chemistry but only if that was what John wanted. John got along very well with his siblings. His parents got along well also, and it was a very stable home environment. Also, he remembers his parents didn't overly praise him for his good grades and academic ability in school. He feels they cared but didn't give too much attention about this. John remembers that sometimes he would want more than was given.

Elementary School

John was always a top student. He was in the top reading groups. He was conscious of competing with others but recognized who the top kids were academically and only compared himself with them.

He remembers himself as curious. He read science quite a bit. He got interested in music and became part of the junior high school band. He enjoyed going to the junior high school for rehearsals with the older kids.

While in school he never regarded himself as an "egghead" nor does he believe his friends ever did. He would talk out of turn to answer questions. When teachers would ask a question he wouldn't get called on since it was assumed he knew the answer. Sometimes he would answer anyway. He wanted others to realize that he knew his stuff and he remembers some arrogance about his intellectual abilities. He hated to give the wrong answers. His favorite subject in those years was science and he remembers having a very bad handwriting.

He got along with other kids. His friends were based on neighborhood proximity. There was no distinction in choosing friends on the basis of intelligence at school. This did occur in his late high school years. He disliked being second in anything. Sometimes in sports he would become arrogant having to prove himself. He was not as interested in team sports as he was in individual sports.

Junior High School (7-9)

He already had exposure to the junior high school through band so the transition was not very difficult for him. He enjoyed the variety of changing teachers for each class. He did some reading on his own but it doesn't seem he had to work particularly hard to do well. Projects and assignments were done at the last minute-but successfully.

Socially he was on the boundary of the popular group in grades 7-8 he was not in the inner circle. In 9th grade he was elected President of the Student Council. John remembers himself as more of a loner in 9th grade.

The vivid childhood imagination doesn't seem very evident anymore at this time in the same way. Sexual fantasies were the predominant part of his imagination during those years.

High School 9-12 (mostly 10-12)

John was very active in high school. Among his activities were President of the Student Council, Debate, National Honor Society, football, swimming, and playing the French Horn in the band. The hobby he most remembers is stamp collecting which he continued through high school and still has this collection. Most of his reading was for pleasure.

Socially, he had a steady girl. He was not in the inner core of the popularity group. He wanted to be in but only on his terms. He did not care for drinking and refused to succumb to the peer pressure on this issue. He spent most of his time with his girl friend. Remembers tinges of loneliness during these years.

His favorite subjects were science and math. He most favored science--especially chemistry and physics. He remembers the most interesting things were going on in the science classes and that the most stimulating teachers were in science. He particularly recalls an excellent chemistry teacher and credits this role model of this teacher as a factor in starting his own college career in chemistry. The influence of role models has been important to John throughout his life and seems to have impact in his career thinking. We will see again the influence of role models in his college and seminary years.

English, French and history were his least favorite subjects. He recalls there was no imagination in teaching these classes and so he was not enthusiastic about these subjects. In general the classes in high school were not challenging and he didn't have to work very hard to do well. His study habits at this time needed little attention since it was so easy.

John recalls his high school years as pretty narrow in terms of thinking about careers or thinking about his own interests. He seems not to have been too aware of some of his budding humanistic interests and did little to explore them at this time. He remembers simply being tracked into science and math because he was always strong in these areas. The guidance department did nothing for him in helping him explore career opportunities other than science. He "decided" to enter chemistry with little thought other than the fact that he was good in this area and chemistry was a status field to enter. Also, since science was most interesting in high school, he assumed it would be the same for college.

In thinking about college, the choices he considered were the U.S. Naval Academy and __________ for chemistry. He chose _________ because he had some exposure to it from the Lab program and _______ had a good science department.

He received the following scholarships from high school:

Henry Vilas
Cooperative Appointment
National Honor Society

Laboratory Experience

John was selected for the Lab in his 9th grade year. When asked why he was selected for the program he replied because of good grades, high test scores and that he was active in student activities.

John seemed to be aware of his high intellectual ability from way back in elementary school. In high school he had a clear sense of being among the more intellectual. This group formed a unique camaraderie and in his words, "We were highly skilled and inventive hell-raisers."

John enjoyed his participation in the Lab. What he most recalls as influential was simply exposure to Madison campus--which helped in his decision to attend U.________. Also, the Lab got him to think more about himself. In his senior student report John wrote that the Lab was helpful in presenting many new ideas and helping him form his final decision concerning a career. He did not specify more than this and presently he doesn't remember how the Lab at the time was very instrumental in his career choice.

Some comments made by his 9th grade teachers are telling of how he was viewed:

English/Journalism - very capable. Inclined to procrastinate at times and to rely on the ease and quickness with which he can work.

Social Studies - An excellent, sharp mind. Tremendous potential. Things come almost too easy for John.

Biology - Often becomes interested in things on his own and carries them out to satisfy his own curiosity.

Algebra - A lot of ability going to waste. If John ever finds a purpose in life, he will be a powerhouse.

French - John is a superior student, but seems to come by this without too much effort. He is inclined to be rather "lazy" and content to do what is required of him and stop there. --some type of reply in French which might be difficult--he can be rather "cocky."

Band - His initiative runs about parallel to the interest that he takes in a matter.

Phy. Ed. - He has the problem of not thinking before he acts in many cases.

The Laboratory reports on John seem to be uncanny indicators of things to come. It seems many of the diverse qualities about John were recognized here. While it was conceded that John would pursue the fields of chemistry and physics, John did express that he would like to explore other studies and activities such as humanities, particularly literature. The reports indicate that John had an unusually deep sense of personal meaning about his future and that whatever he would do would have to be very meaningful to him.

In the reports it was also stated, that while chemistry was his occupational choice, there were other possibilities that had not been considered thoroughly. His interest in literature, debating, music, and discussing social problems suggested several areas that had not been considered. A line in his senior Lab report is worth quoting, "Clergyman has been suggested by others, but John has discarded the idea."

When asked what effect the Lab had on his career John answered that it may only have helped provide additional support for seeing himself as a superior student and that is acquainted him with a university campus.

From the Lab materials it seems John was becoming aware of himself in many areas, however, the only exploration he did was in the area of science. His interests in the humanities were showing but because of his "boredom" with humanities at school and little effort from guidance to think about areas other than science added to leaving things simply at the awareness stage. However, it seems that interests were coming out and that in short time--freshman year--other parts of John would bloom in his career thinking.

College & Seminary

Study habits had to change when he began college. In fear of a new surrounding he began thinking about having to study. The "radical" change occurred during first semester. John dropped chemistry as his major. He felt it was too narrow a field and it wasn't worth putting in all of his time and effort. He had no clear picture of what chemistry would be like after high school. He found that his interests were more towards people and there seemed to be so much more of interest in subjects he had not considered interesting before. He switched to general humanities and finished with a B.A. in history. It seems this decision was made completely from his own evaluation of what he wanted for himself and where his interests were headed. He was more interested in broad human contact and he began to think about which subjects would get him to this.

His college career was successful and his "most enjoyable years." He ended with about a 3.94 GPA out of 4.0. He was active in organizations and honor societies such as Phi Eta Sigma, Phi Kappa Phi, Phi Beta Kappa, and Iron Cross. His other activities were in religious organizations, intramural sports, and service organizations.

The college years seem to depict a rapidly expanding interest in people and intellectual pursuit of humanities. This interest in humanities and intellectual pursuit prompted John to attend the ________ School of Theology at _______ upon college graduation. He was feeling that theology offered a broad human perspective. To satisfy his intellectual desires, he a entered with the intention of eventually teaching theology.

In the seminary two very important things happened. John found that there was a split between the intellectuals (he counted himself in this group) and those that were "people oriented." It seemed the atmosphere was that you couldn't care about people and work with people and pursue an intellectual career at the same time. During his seminary internship he was supervised by a minister who exemplified the combination of intellect and service. This standout model helped bring together for John much of what he wanted in a life's work--intellectual pursuit and service to people. It seems that this experience more than any other single experience helped John choose the ministry as a vocation that would satisfy his own desires and hopes.

Present Thoughts on Career

When speaking about his life's vocation he states, "My work is extremely satisfying, challenging and provides the opportunity for continuing learning and development." Since high school John has been increasingly aware of his own high intellectual curiosity and broad interests. His thoughts politically and socially have evolved from more traditional to as he calls it "the left."

For John, the road to career has changed several times. In 8th grade he wanted to be a Forest Ranger, in high school a chemist with some thoughts to being a musician. Towards the end of college he decided to pursue theology. In recalling high school John states, "My education in the humanities was dismal. I missed (upon reflection) the most imaginative teachers in history and literature." Memories of high school counseling other than the trips to Madison: "I don't think there was any significant official counseling."

In reflecting about career development John writes, "I think, at any rate, that the most significant factor for me has been encounters with personal models of involved lives--people who have exhibited both intellectual and personal--ethical commitments in integrated and sustaining and joyful life patterns."

When talking about his vocation as a minister, he definitely sees it as a way of life and not an occupational role. He has much of his life vested in the ministry. As he says, about the ministry, "It is a dimension of my self-identity, though not the sole shaper of my identity. I feel that I have been able to shape my career to fit my personal life style." It appears that the style of life is most important to John.

John presently thinks much about his career. While he feels satisfied, he is thinking of how to improve himself and about further schooling in theology, perhaps to eventually do some teaching in the field.

CASE OF SHARON

AWARENESS - SELF

Ninth Grade

Sharon saw her father's having had two nervous breakdowns as something that made her and her family different from others.

Sharon reported that others would say that she was nice because they wanted it to get back to her. What they probably would have wanted to say, however, was that she was "different."

Sharon believed that both of her parents were in support of her being whatever she wanted to be when she got older.

At this point, Sharon already expressed a commitment to going to college.

Sharon felt at this time that she wanted a job in which she would help others--possibly the mentally retarded.

Sharon said that she was urged by her parents to join clubs and organizations so that she would be able to get out and meet people.

One of Sharon's three wishes at this point in time was for "a different personality." Her Lab counselor reported that what Sharon meant by this was that she would really like to see others as being more like herself rather than having to change herself to conform to their pattern.

Eleventh Grade

When asked what her friends would say about her, Sharon said that her best friend would say that she was nice and that she didn't know what the others would say.

Twelfth Grade

Sharon said that the Lab counselors helped her "see herself clearer (although she still had a great deal to learn)" and to talk about her feelings.

Interview Data*

Sharon said that she wasn't certain as to why she had been identified as a superior student as she had just moved to _______ and the teachers didn't know her. She supposed that it was from prior grades and standardized tests. She said that she had never felt like an exceptionally "gifted" or "talented" person. Her self-concept was as a "regular upper middle class person who was about in the upper ten percent and could get good grades." She said that while she felt smart enough she didn't perceive herself as "any big thing."

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*Sharon was interviewed eight years after her graduation from high school.

Sharon said that she would have preferred having more friends to being smart. She said that she never felt accepted or part of a clique at _____ (particularly with the girls.) She had many dates and this seemed to make some of the girls resent her. Furthermore, as many of the other students wanted to be in the Superior Student Laboratory, that they felt jealous of her and this served to further estrange her from them. She said that she didn't see herself as much brighter than the other students at _____ --simply less narrow minded.

While Sharon didn't feel generally accepted at _____, she felt that she excelled at theatrical activities and derived a great deal of reinforcement (particularly satisfying her desire to be in the limelight) from this.

AWARENESS - SOCIAL

Ninth Grade

Sharon expressed an awareness that her father's mental illness made her family life different from other families.

Sharon reported that traveling (she did a great deal of this) had an influence upon her more than anything else. She said that "in traveling she met many different types of people with so many types of ideas, each in their own way different from everyone else."

At this point in time, she said that she was considering working with the mentally retarded as a career as she would be helping someone who needed it.

AWARENESS - RESOURCES

Ninth Grade

Sharon said that she would go to the school counselor if she needed any help with her problems.

Sharon wanted to know if the Superior Student Laboratory would be of any great help to her in the future.

Sharon asked her Laboratory counselor for information about scholarships to college.

Tenth Grade

Sharon asked her Laboratory counselor for information about scholarships to Eastern girls' schools.

ORIENTATION - SELF

Ninth Grade

Sharon said that she agreed with her parents' urging her to join clubs to meet people as after she left home, she would "have no one to hide behind in this world of people."

Sharon believed that her family's being different, the example set by her sister, her desire to be able to interact with others, her travel experiences, and her need to "respect the little people" all contributed to her decision at this time to pursue a career in which she would help others.

Tenth Grade

Sharon said that an advantage to being a superior student was that she would have a better chance of obtaining scholarships and good jobs; a disadvantage that she saw was the other student's disliking you because of it.

Eleventh Grade

In an essay, Sharon said that she believed that the right to make decisions should be a reward for showing maturity in your actions. She stated that one must learn to weigh the situation and then act accordingly. "If a person does this," she believed "he will feel proud of himself for doing the right thing and will make others hold a better image of him. As students in high school," she said, "most kids will occasionally or even often find it very difficult to do what they know is right, because their friends feel differently." She said that "friends are important! But isn't self-pride and the confidence that your parents and elders have in you just as important?"

Sharon said that she wasn't really sure at this time about her future career because she'd like to look into "all chances" and that she "keeps changing her mind." Some of her ideas were: dietician (because she loved cooking); lawyer (because it interested her); and school psychologist (because she would enjoy working in a school).

Twelfth Grade

Sharon said that at this point she was considering studying drama, home economics, and/or computer sciences in college. Her reasons were that she enjoyed drama, cooking, and sewing and felt that computer science was practical. She said that both her parents were in general support of her making her own vocational choice. She also indicated that "certain people" didn't feel like she was using her talents by studying drama.

Sharon felt that she wasn't ready at this time to make a definite vocational decision. She felt that it would be best for her to initially pursue a more general course of study and make a decision after that.

ORIENTATION - SOCIAL

Ninth Grade

In an essay, Sharon stated that people were the main forces on almost anyone's life and that she was no exception.

Sharon said that her older sister had influenced her a great deal as she had been able to accomplish academically and "still have time for extras." She said that she felt that this was important because if "all you do is study and try for real good grades, what are these grades going to do for you when you get out in a crowd and aren't able to talk to people about what you know." She said that she felt it was also important to have the ability to make friends with people.

Eleventh Grade

Sharon's three wishes at this time were for a full time scholarship at a neat school, to live somewhere other than ______ , and to have a halfway normal home life.

Sharon said that each person must first learn to put themselves in a position where their feelings will be held at some value.

In an essay, Sharon stated her belief that to get more freedom, you must demonstrate that you can handle it. She stressed the importance of looking at both sides carefully when making a decision. She said that "you will probably be guided by what you feel you must do and by your parents' beliefs." Sharon concluded that "by making the decision that they (your parents) would have wanted you to make and by acting with integrity, you will find that they will place more decisions in front of you, each a stepping stone to advancement."

ORIENTATION - RESOURCES

Tenth Grade

Sharon said that there wasn't anyone in her school that she could talk with about her plans and problems.

Eleventh Grade

Sharon said that there wasn't anyone in her school that she could talk with about her plans and problems.

Sharon felt that no matter how much she did that she couldn't make her mother proud of her. She also felt that her mother didn't "back her up."

Sharon said that her friend, Sharon was the only one who supported her. She felt that "the other kids never really took her in"--that no matter how hard she tried to improve or change her behavior, "she could never win."

Sharon found most of her classes boring and felt that she wasn't learning much.

The Laboratory arranged for Sharon to visit a speech class at the University. Sharon found this class to be stimulating.

Twelfth Grade

Sharon signed up to take the college entrance examinations.

Sharon requested that the Laboratory counselor provide assistance in the decision making process regarding a projected area of study in college.

The Laboratory arranged professor visits for Sharon with faculty in the drama and computer science departments. She said that the drama teacher encouraged her to explore different schools and the computer science teacher suggested initially taking a more general area of study in order to keep her options open.

Interview Data

Sharon said that in retrospect while Laboratory counselors did help her to open up, they usually stirred up a lot of feelings in her with no resolution, leaving her feeling upset. She felt that she simply did not have enough time to spend with Laboratory counselors for sufficient exploration of self.

Sharon felt that ______ didn't really follow up on the suggestions of the Laboratory.

Sharon said that she profitted greatly from the Laboratory's encouraging her to read more--that since her senior year in high school she has become an avid reader.

EXPLORATION - SELF

Ninth Grade

Sharon said that she would finish high school in three years if she could as she would be able to "get college over with sooner and be able to reach her goal."

Tenth Grade

Sharon said that she would finish high school in two years if she could as she preferred the kids in that class and was anxious to go to college.

When asked what classes that she would take, drop, etc., she had a clear organization and goal-related rationale behind her choices (i.e., "gym could be made up any other year"; "everyone should learn to type"; "she would prefer Spanish, French or German to Latin," etc.)

At this point, Sharon was considering becoming a teacher as "there was a demand for teachers and she could get a job."

When asked how her friends would describe her, Sharon said that each would describe her differently, "but Helen would say something nice." The qualities that she believed they liked about her were her loyalty and willingness to go along with activities."

Interview Data

Sharon said that she never did that well on Laboratory tests which made her feel that she wasn't "all that smart."

Sharon said that she doesn't really feel all that "different" anymore in a negative sense. She believes that in some ways people react to her differently than others (that she's not just any face in the crowd) but sees this as a positive thing and a manifestation of her own uniqueness. She believes that a possible reason for peoples' reactions to her is that she is "more honest than most and they aren't used to it."

EXPLORATION - SOCIAL

Ninth Grade

Sharon said that she would drop choir and physical education if she could as they were not necessary for college entrance.

Twelfth Grade

Sharon attended Badger Girls' State and a drama institute in Milwaukee (upon recommendation for the Laboratory).

EXPLORATION - RESOURCES

Twelfth Grade

Sharon felt that she would have profitted more from ______ High School if they offered accelerated courses for advanced students.

Sharon said that her high school extra-curricular activities (of which she participated in many) did not provide active enough involvement.

In evaluating her high school preparation for college, Sharon said that: 1) English courses would have been more helpful to her if the teachers had used a consistent method of teaching grammar; 2) that the same problem occurred in mathematics courses where the teachers switched from "regular to modern" (she felt adequately prepared, however, to pursue careers in these fields); 3) that the science department at _______ should have offered more laboratory work and that she wouldn't pursue a career in science as she didn't know enough; 4) that the lack of variety in her social studies courses caused her to lose interest in this area both in class and as a career choice; and 5) that she wouldn't pursue a career in foreign languages--she didn't think that she had learned anything in this area in high school.

Sharon reported having narrowed down her choice of colleges. She said that her mother and friend helped her in this decision.

Interview Data

Sharon said that in view of the job market, she opted for job security and chose a major in elementary education in college (   ). She also took a psychology major as she said that it was easy.

SELECTIVE FORMULATION - SELF

Twelfth Grade

Sharon said that after college she planned to work and eventually get married but "would like to keep up with the trends of her work in case of the possibility of needing to return to it."

Interview Data

Sharon said that in college, she specialized more in speech than theater as she excelled more in speech.

Sharon expressed that during high school and the beginning of college, she aimed to please; she often made herself miserable to make others happy. She said that she doesn't do that any more as she lost respect for herself by doing it. She believes that she has now learned to live more in accordance with her own standards (even when it involes risk taking), rather than always gearing her behavior towards social acceptance.

SELECTIVE FORMULATION - SOCIAL

Interview Data

Sharon said that in college (__________) her friends were theater people. Like her, however, they were not the hard-core elitist theater people. She found them to be more fun than others she met.

SELECTIVE FORMULATION - RESOURCES

Interview Data

Sharon said that the people or experiences which effected her learning to take risks and live her life more by her own standards were:

A) A relationship with a female college friend in which she made the transition from a "placating to an honest person." She first encountered resistance to her changes but eventually got support and remains friends with this woman to the present.

B) Several relationships with men in college where she felt purposeless if they didn't need her, lost respect for herself, and learend to like herself for other reasons.

C) A professor who behaved in a similar but much more extreme fashion than Sharon which helped her realize that she didn't want to be that type of person.

D) Her supervisor in her Master's program who gave her support and helped her to accept herself and her feelings and behave in accordance with them.

ACTION - SELF

Interview Data

Sharon said that she didn't pursue a theater career as: 1) it wasn't practical; 2) she didn't like the professors in the drama department at her college and didn't feel that she received enough support from them; 3) she felt that the amount of time that she would have to devote to being an actress would not permit her to have the type of life style that she wished; and 4) her exposure to drama at __________ and in the _____ ______ made her feel somewhat more like a little fish in a big sea than she had in high school.

Sharon said that she went to California after graduation and was unable to find employment. She discovered through that experience that "failure" was not such a terrible thing and has subsequently been more willing to take risks.

Sharon is presently an Intern Counselor in the ________Public School System. In assessing her present job satisfaction as it meets her life style expectancies: 1) Sharon feels competent and believes that this is an important feeling; 2) she derives great satisfaction from working with children; 3) she feels that in many ways she is more able to be honest as a counselor than in other jobs; 4) she dislikes the restraints put on the counselor role by other members of her particular school system; 5) she dislikes living in Kenosha and 6) she likes the flexibility of the counselor job in that one may be a counselor in many different settings.

Sharon believes that most jobs are interesting for a limited period of time, only. She said that she "doesn't have a devotion to one thing but to what feels good."

ACTION - SOCIAL

Interview Data

After returning from California, she took a job for one year at a day care center. She said that she basically enjoyed the job but became somewhat tired of it and decided to return to college to meet more of both her and her parents' status needs.

Sharon said that she plans on looking for a job next year in the _________ (her favorite cities) in a school system which defines the counselor's role more in accordance with her own perspective.

Sharon mentioned that she still loves acting and intends to continue it in community theater as a leisure activity.

ACTION - RESOURCES

Interview Data

Sharon said that she had decided to apply to graduate school in the Department of Counseling and Guidance at the University of _________ as: she had a psychology background; she had worked with children (and thought that she might want to be a school counselor); she liked school; she thought that there would be good job opportunities in this field; and she believed that she might have a reasonably good chance of being accepted to this particular department as some of the faculty knew her. In retrospect Sharon said that she believes that these were "all the wrong reasons" for initially pursuing this career.

Sharon said that she is now more willing to take risks to ensure that her life style needs are met. When asked what she would be doing five years from now, she said "something totally different--maybe running a plant store or greenhouse." She felt that this would be fun and she's always enjoyed working with and being around growing things. When asked what she would be doing in ten years, she said that she "probably would have a whole new dream to try out--something different from now or five years from now." She expressed that while she "now says" that she's not going back to graduate school, that she "knows in the back of her head that it's always a possibility."

SUMMARY AND CONCLUSIONS

Sharon T._______ is a twenty-five year old woman of mixed European and American Indian heritage. She is the youngest in a family of three; her brother is presently a psychologist and her sister Sandy, an elementary school teacher. Both parents are college educated (at the Master's degree level); at the time of Sharon's entrance into the Superior Student Laboratory at the University of Wisconsin-Madison, her mother was a guidance counselor and her father was employed by the ________________________ in ______, Wisconsin to which they had just recently moved.

_______ was the last of a long series of places in which Sharon and her family lived. Among them were Florida, several towns in Nevada and Arizona, and Minnesota. This semitranscient existence served to enhance Sharon's appreciation of individual differences at an earlier age than most individuals acquire it. It also continually made her a newcomer who had to gain acceptance in pre-existing groups. In her early years, Sharon appeared to be well liked by her peers. Prior to her move to ______ , she experienced a complete lack of acceptance on the Indian reservation where her family lived as she was seen as a complete outsider. In _______, too, she was never really accepted--particularly by the girls. Her popularity with the boys, greater sophistication, being a newcomer in town, and being a member of the Superior Student Laboratory all contributed to feelings of jealousy and estrangement from her peers. She tried very hard to compensate for this and to do what she felt would help her gain acceptance, but she never really felt that she succeeded.

While she thought that she was bright enough, she did not view herself as "exceptional." Her greatest source of self-esteem came from her dramatic achievements in high school production. She both enjoyed acting and got her needs to be in the limelight fulfilled through it.

Sharon saw her mother as a strong, competent, and self-sufficient woman who everyone leaned on. She viewed her sister in a somewhat similar fashion but also as someone who was both professionally successful and socially skilled. Sharon had mixed feelings about her father and brother, both of whom experienced several mental breakdowns causing her to feel that she had an abnormal home life. In retrospect Sharon sees her father as having fought for a lifestyle with integrity while having to make compromises to support a family. Often failing to maintain this balance, he experienced extreme depressions with subsequent nervous breakdowns. In these he manifested bizarre behavior and thus required hospitalization. In recent years, Sharon said that her father was able to overcome his disabilities and make peace with himself. Furthermore, he served as a model for her and also encouraged her to stand up for her rights. All of the members of her family gave her support in pursuing a lifestyle of her choice.

Upon graduation from _______ High School Sharon attended __________ College where she majored in elementary education and psychology. She spent much time, however, participating in theatrical productions and her friends tended to be theater people (although not the "hard-core elitist" type.)

While Sharon primarily opted for job security, in choosing elementary education and psychology over drama, there were a number of other lifestyle related variables that influenced this decision as well and she was learning to take risks in other areas. As a result of a number of experiences, Sharon began to learn to "be her own person" and to stop "always trying to please everyone else at her own expense." Near the end of college, she began to have more honest relationships with people.

Following college she unsuccessfully attempted to find employment in California. This experience served to reinforce her willingness to take risks as she discovered that failure was not so terrible. When she returned, she secured employment as a teacher in a day care center where she remained for one year. While she enjoyed this job, for several reasons (such as increased status, greater job opportunities, etc., which she now views as "all the wrong reasons") she applied for and was accepted to the Master's program in counseling and guidance at the University of ________________ . While in this program, she had a reasonably meaningful relationship with her supervisor who she felt gave her a great deal of support; through this she learned to accept herself and her feelings more and to act in accordance with them.

She is presently an Intern Counselor in the ________School System. While she is reasonably happy with this job (as she feels competent at it and enjoys working with children) she has some major dissatisfactions: 1) she dislikes the role imposed upon her by school administrators which she considers superfluous to counseling and 2) she dislikes living in _______. She thus plans on seeking employment next year in the____________ in a school system or agency that defines the counselor role more in accordance with her own conceptions.

Furthermore, while Sharon presently enjoys counseling she believes that most jobs are only interesting for a limited period of time and has several other "dreams" that she would like to try out such as running a plant store or greenhouse. She no longer feels a need to take the option of job security or make only one career choice. She said that she does not have a "devotion to one thing or another--but a devotion to what feels good." She believes that she is constantly reprocessing; "just before finishing one thing there is a seed in her head of the next thing to come." She said that she always has a primary and secondary goal (which becomes the primary one when the first is accomplished.) She stated that her career was "achieving, growing, and finding out new things (both in general and about herself." "Changing jobs" she said "is often an easy way of doing this." She concluded by saying that it was important to her "to die knowing that she had lived--to have experienced and tried out new things and not feel cheated."

As to resolving the traditional problems inherent in being a woman in our culture, Sharon said that even if married she would pursue a career. Although, it has looked appealing to her at moments to have a great deal of free time to do whatever she wanted (refinishing the wood in the house, etc.) she feels that she would become bored with this after about four weeks. Sharon said that she no longer views one of her goals as getting married. She sees herself as "doing what she wants when she wants." While she feels that having a good relationship with a man would be nice, she no longer feels that it is necessary for her to have it in order to be happy. She said that she has adapted to a different style of life and believes that there are many other ways of getting her needs met, i.e., working with children rather than having them. Living in a more liberal milieu has contributed to many of her present values. In addition, the models set by virtually all the females in her family were of competent professional persons. The men in her family also gave her support for pursuing a career. Finally, in the jobs she has had the majority of her employers were competent women. Thus, many environmental factors seemed to contribute to Sharon's pursuing a non-traditional role.

In sum, I would view Sharon's vocational development as an adjunct to her personal-social one. The main struggle in Sharon's life seems to have been a conflict between conforming to fit the needs of others (with all that that entails) and leading her life with integrity (in accordance with her own standards.) The transition that she has made towards the latter has involved increasing honesty, risk-taking, ambiguity, tolerance and independence of judgment. It has led her to view the concept of career in a very general and flexible way.

I believe that the particular jobs and fields of study that she has pursued are largely coincidental. Her mother happened to be a counselor and seemed reasonably satisfied with her job so it appeared to be an option to Sharon. Her brother was a psychologist. Her sister was a teacher. In elementary school, she was the only child that could memorize lines so teachers selected her for school productions (including plays). Even her desire to have a greenhouse may have been influenced to some degree by the fact that her mother always had and loved plants and gardens. There are probably many occupations in which Sharon would be successful. Her present and past choices may have been largely due to exposure. With her open-minded attitude and an environment that is likely to unearth an array of possibilities, as Sharon, herself, stated, "who knows what she will be doing ten years from now."

CASE OF RON

AWARENESS - SELF

Tenth Grade

I am the kind of person everyone either likes or hates.

I have my own opinions about everything.

I don't know what you would call me, but whatever it is I have been called worse.

Twelfth Grade

As for what I will major in at the University, it is difficult to say. My education to this point has been so general that I can determine special aptitudes only by my special interests, and since my interests are very many and very diverse, crystall ball gazing is complicated.

AWARENESS - SOCIAL

Ninth Grade

Therefore I think people influence my life, as anyone else's much more than climate, terrain and all the other impersonal things.

We would be sitting at the table and I would give out with some childish, prejudice remark that would shock out of their shoes. They wouldn't get angry, but would just sit there quietly and ask me why. I could never think of a satisfactory answer so soon I gave up.

Eleventh Grade

I believe that teenagers should be treated like adults when they accept and fulfill the obligations and responsibilities as is expected of an adult.

AWARENESS - RESOURCES

Ninth Grade

If my father was the teacher of science, my mother taught me the social sciences.

Eleventh Grade

The thing which most decides when a child is mature is his environment. A parent cannot shield their child then suddenly when he is 21 shove him into the teeming masses and expect him to read by instinct and make a place for himself.

That then, is the role of the parent; giving a child that super delicate balance of liberty and restraint.

The school, neighborhood and church all have an influence.

ORIENTATION - SELF

Tenth Grade

I would like to go into research

I also intend to have money. Not so that I'm so rich I don't have to work, but enough so that I don't have to look at price tags.

Twelfth Grade

I don't know exactly why, but since I was old enough to pronounce "university" this has been the place I would go one day.

My primary interest is in mathematics. I love to observe the order and precision with which numbers work.

ORIENTATION - SOCIAL

Tenth Grade

Something where I would be able to do something for man that no one else has done. A man should leave something more on earth than bones.

Eleventh Grade

There are many influences then, too complex to be reasoned as an IBM machine, which cease to be as inferior and become a citizen of the human race.

ORIENTATION - RESOURCES

Twelfth Grade

In high school I got only three years of math.

EXPLORATION - SELF

Twelfth Grade

I have apprehensions about going too far out on a limb with mathematics when I don't really know that I am anymore proficient in that than anything else.

As to what will happen in the future, well 'que será será'.

EXPLORATION - SOCIAL

Twelfth Grade

In many ways math would be an ideal career for me.

Physics would also seem like an ideal career.

EXPLORATION - RESOURCES

Twelfth Grade

Nuclear physics seems particularly attractive, but still I have had very little formal schooling in the principles of nuclear physics.

I come from a small school and have taken every academic course offered, but I still have no deep background on any specific subject.

The Lab helped me to realize my own capabilities and how best to develop them.

SELECTIVE FORMULATION - SELF

First Year College

I don't feel I use my potential. I can't seem to convince myself it is worth it.

It's hard enough to predict tomorrow.

I found out it was easier to think than to memorize.

Third Year College

Head mourner for the stupidity of America.

Every event in my life relates to my 'present situation' and in ways far too subtle to be understood by me or thee, dear interviewer.

SELECTIVE FORMULATION - SOCIAL

First Year College

I don't have a terribly active social life. I do what I feel like doing. Usually social life is more conforming than relaxing for most people.

An education is necessary for making money.

Third Year College

I pity anyone who can plan more than a year in advance.

My entire high school career was centered around a rebellion against stupidity. I was completely negative because I had no exposure to ideas and values which I now consider basic. There was nothing I could believe in, all I could was rebel against what I did not believe in. I was something of a nihilist. What could have been stressed in my experience was wisdom as opposed to knowledge, though there was little enough of the latter.

SELECTIVE FORMULATION - RESOURCES

First Year College

My poor high school math education makes it improbable that I will be able to major in math.

I generally avoid organizations.

Perhaps if all your suggestions had been put into practice it would have changed things.

Fourth Year College

I don't tend to identify my accomplishments with college.

Doing nothing represented an alternative to the bureaucratic and/or narrow and/or corporate politics of the University by discussion and/or protest and/or obstruction.

ACTION - SELF

Present

I took the path of least resistance.

It was easy (philosophy).

ACTION - SOCIAL

Third Year College

You will recall how a few years ago I was quite obsessed with the idea of becoming independently wealthy. Well I found out one can be more independent without money than with it. I am now writing things I enjoy writing, doing art that I enjoy, and being with people I enjoy. And when I get enough money I will stop working and do other things I enjoy.

ACTION - RESOURCES

Present

I wish someone would give me a grant to study cosmology.

SUMMARY AND CONCLUSIONS

Society has created a long list to describe the gifted--bright, ingenious, creative, etc., and certainly Ron P.______ measures up well on all these criteria. As a corollary, it is hoped that the gifted posses an industriousness equivalent to their talents. Again it would seem that Ron, who has a Ph.D. in Philosophy from the University of _________, and is presently teaching there, has used his talents purposefully, to the maximum of his potential. Yet, Ron believes otherwise. He perceives himself as being lazy, very lazy. In fact if there are constants in Ron throughout his development it is his laziness and as he puts it, his "wise ass" way of relating to his environment. No matter how sacrosanct the subject, Ron has always tried to inject humor, sometimes caustically, into the situation.

As might be expected, Ron's parents initially had the greatest impact on his intellectual development. His dad a Soil Conservation Agent, exposed Ron to many ideas, particularly in math and science even before Ron entered school. There were projects which led Ron to grasp the principles behind the movement of sound waves, adding, subtracting and work with ratios. Consequently Ron feels that when he was in the first and second grades he was capable of doing work normally reserved for the fourth and fifth grade. "If my father was the teacher of science," Ron commented on his freshman essay, "my mother taught me the social sciences. She was the one who started me on a dime a week allowance when I was 5. It was she that gave me a spatula to eat with when I held my fork wrong." Although the___________ placed on a premium on learning, ironically, they became concerned when Ron was in high school that he was devoting too much of his time to staying in his room, reading. It's Ron's belief that they felt it was atypical behavior for an adolescent and it was robbing him of opportunities for development in other areas.

When Ron was in the second grade he suffered from a mild case of polio. He was bed ridden for six weeks but made an almost complete recovery. The only long term repercussion was its effect on his athletic ability. He was never very fast and to some extent this might be a residual effect. At the time it was pretty important to him. He admired and still does, those people who have exceptional athletic ability. In high school he was the manager and statistician for the basketball team and still remembers fondly the time he spent palling around with guys. According to Ron his desire might have stemmed from the tangible reward system in athletics. Its goals are very definable. Perhaps it can be traced to his illness and his motivation to overcome it. Or it can just be a case that his milieu was one in which athletics was coveted. Still, he has achieved proficiency in sports which do not demand speed. He is quite good in pool and golf and on a good day he can outshoot most people in basketball.

Elementary school provided Ron with some of the few cherished moments in his relationship with the educational system. While convalesing his "1st grade teacher came over every night after school to give me my lesson. That year, even with that handicap I got halfway through the second grade book!" His fourth grade teacher was also special. "She was a progressive teacher. She never went by the book. If the class wanted to know about the Solar System, she taught us about the Solar System. And when we finished we knew more about the Solar System than many freshmen I know now!" These comments were made when Ron was a freshman in high school.

Growing up in _________ , Wisconsin, a rural, isolated community was not a happy experience. One of the sharpist memories of junior high school was getting beat up fairly regularly. Ron was different, his intellectual interests were not similar to those of his peers and he felt that most of the time a lack of comradship. He lacked anyone his own age with whom he could relate. Even when he was younger he recognized it, as a "sterile, intellectual vacuum." The norm of the town was not to be different and little allowance was made for anyone who displayed eccentricies, even something as praiseworthy as intellectual ability. (To emphasize his point, Ron told me about a female student who he thinks was brighter than himself. He found out clandestinely that she had scored a 180 IQ compared to his 140. She was also ostracized, but unlike Ron she had the feistyness to fight off the subtle pressures to conform. Eventually she regressed to the mean, repressing any manifestation of her abilities, to the extent that anyone who did not know her before her metamorphosis, would characterize her as a typical product of __________high school.)

Ron admits that the entire burden for his being an outcast does not rest with the environment. The acetic criticisms meted out towards his surroundings coupled with a willingness to stick to unpopular principles often caused hostile reactions from his teachers and contemporaries. He was especially adept in pointing out inconsistencies in people's arguments. For example, he adamently took the position during the Cuban Missile Crisis that the United States had no moral or ethical justification for intimidating the Soviet Union while it had missiles in Turkey. He received a great deal of flax, felt isolated, but he would not compromise, in spite of the fact that others accused him of being a communist.

In many respects, Ron is still pooling for inconsistencies. An essence of philosophy is to examine fallacies and illogical statements in reasoning. Although the setting is dramatically different, the marrow of his behavior is essentially the same. The manner in which he communicates criticisms is not quite as belligerent as it once was; over the years it has become much mellower. However, presently he is sometimes bothered that people still take affront, especially outside his department, when he exposes ambiguities in their reasoning. He believes that they misconstrue his questioning as a personal attack. Ron has not completely reconciled his need to probe, with a style which would convey that he is not trying to belittle.

High school was somewhat of an improvement, but not much. This can be attributed according to Ron, to a social pecking order, rather than a change in values among any of the parties. As he explained, at __________ high school underclassmen were supposed to display unserving deference to older students. While he was a sophomore he was still frowned upon for the same attitudes and behaviors he had manifested earlier. There would be no respect just because someone was older. But during the last couple of years he shared in the respect that generally occurred to upperclassmen. Actually part of the respect he engendered were for reasons other than age. Students, particularly younger ones, enjoyed his antics. Perhaps they got a vicarious thrill in the way he could manipulate teachers and other authority figures by making them appear foolish. He was brighter than his instructors and had little trouble "putting one over" on them. One of his crowning achievements occurred when he was editor of the school newspaper. He wrote an editorial defending and encouraging the right to boo at football games - the logic being that if it is all right to cheer good plays, then it's all right to boo bad ones. Of course it was censored, but through a little chicanery and bluster he managed to get it printed.

Though Ron did participate in many extracurricular activities--band, class play, school paper, etc., he doesn't believe that any of them were of much value. The trouble with a small school is that participation is predicated on willingness to volunteer instead of ability. The pervasive lack of excellence which epitomized the school, was equally strong in extra-curricular activities.

During high school Ron's main interest academically was math and science and he disliked English and social studies. On his senior essay he commented, "I love to observe the order and precision with which numbers work. I can think of nothing more exhilarating and satisfying than solving a difficult math problem after hours of work. . . and of science: predictable and interesting." Conversely Ron mentioned that social studies was, "too general, nothing substantial," and that, "English and any language is not a basic science; it is man-made and the rules are too flexible." In retrospect Ron feels that there were other reasons why he was turned off to the humanities. He believes that the primary function of social studies was citizenship, the churning out of good, obedient citizens, and he rebelled against that mind set. In literature, with all due respect to Silas Marner, he was reading ridiculous and irrelevant books. Grammar was the inculcating of rules, when they should have been exploring its basic structure. As it turns out linguistics is something Ron is very much interested in today. Common to all the subjects, was that in none of them did he have to spend time doing homework.

Beginning in the 9th grade Ron was selected to participate in the Research & Guidance Laboratory for Superior Students. Entailed in his involvement was an annual trip to Madison where he wrote, essays, took tests of academic ability, was interviewed by a counselor, and had the opportunity to investigate a college campus. Needless to say he enjoyed the opportunity to leave his hometown for a day. His last year in the program he offered an overall reaction, "I feel that the Lab has helped me in many ways. I think the most important of them is helping me to realize my own capabilities--how best to develop them. It has also been helpful in securing information on scholarships and applying for them and literature on vocations has helped me to make what little decisions I have made on my choice of career." At the time the "little decision" that he made would involve a career in some kind of research, "so that I would be able to do something for man that no one else has done. A man should leave something more on earth than bones after he is gone."

Today Ron has some additional observations regarding the program. He still feels that it reinforced his confidence to pursue a math or science oriented career. Also, unlike many other participants, he thoroughly enjoyed taking tests. They were an intellectual challenge and he gained insight into the psychology of test taking, like when to guess, which benefitted when he had to take other standardized exams. He mentioned that the nice thing about counseling is that y ou can spend the whole time talking about yourself. Rarely is this socially accepted in any other situation. Finally he enjoyed the gratification attached to being selected and the attention he received.

Three years after high school and again when I interviewed him, Ron had a chance to review some of the recommendations that the Lab made to enrich his school program. His reaction has been consistent; the recommendations if they had been implemented might have helped a little bit. For instance, it was suggested that an invitation be extended to Ron to join the debate squad. However one did not exist and as Ron put it, "it is surely that it wasn't going to start one for me, her least desirable offspring." The school did enlist an instructor to come periodically to teach Russian, but she came too infrequently, and Ron gained nothing from it. Ron is appreciative of the Lab's attempt but any impact it had on the school was cosmetic, not substantive. He does feel that there was one important suggestion the Lab failed to recommend: "Expel the student from high school, so that he can quit wasting his time."

Examining the important values in Ron's adolescence gives a clear indication that they are not immutable. Acquiring money was important to Ron when he was in high school. It was not so much that he wanted power or luxury, but he wanted to be able "to go into a store and buy things without looking at the price tage." This was mainly a reaction to his mother's constant reminder about the price of things and the importance of thrift. By the time he was three years out of high school Ron's feelings regarding money had changed dramatically--"You will recall how a few years ago I was quite obsessed with the idea of becoming independently wealthy. Well I found out one can be more independent without money than with it. I am now writing things I enjoy writing, doing art that I enjoy and being with people I enjoy. And when I get enough money I will stop working and do other things I enjoy."

Before we leave Ron's hometown environment, it is important that we read some of Ron's comments unencumbered by my narrative so that we may get the full flavor of his reactions. These were w itten thr e years after high school and he still stands by them. "My entire high school career was centered around a rebellion against stupidity. I was completely negative because I had no exposure to ideas and values which I now consider basic. There was nothing I could believe in. All I could do was rebel against what I did not believe in. I was something of a nihilist. What could have been stressed in my high school experience was wisdom as opposed to knowledge, though there was little enough of the latter. . . . ________ High School failed since it is designed to turn out not exceptionals, but nice, even citizens for a small town in a backward section of a non-culture."

Upon graduation, Ron entered the University of _________ at ________________. He did not declare a major, but he pursued a basic liberal arts curriculum. His grades were not particularly good; in part because he was lazy but also he blames his inadequate preparation. He still, somewhat embarrassingly, remembers the naive and unsophisticated positions he would take in class. His classmates, especially those from the east just seemed to be much more knowledgeable. He also discovered that the general attitude toward learning at college was not all that much different than high school. After three semesters he dropped out of school and lived in Los Angeles, working as a delivery man for ____________________ . When asked on a survey why he left school he replied, "Realized that the great majority of students were not as interested in academics as much as ulterior motives. Got involved with useless courses, got disgusted with the whole bag."

After a year's hiatus Ron returned to school, not so much because his attitude had changed, but because it was the best among many poor alternatives. He knew unless he wanted jobs that would have been menial for him, he would, no matter how ambivalent, have to return to school. He came back to _________ with many reservations and inspite of the fact that it's "sure cold up there."

Yet, at least academically, there was finally a warming trend in Ron's life when he returned. He began to take philosophy courses, and eureka, he enjoyed them. One course led to another and pretty soon he was immersed in the discipline. Not only did he find it stimulating and enlightening, but just as important to Ron, it was easy. As he puts it, "it was a path of least resistance." He was receiving money for his childhood disability and he could sit around and bullshit with teachers and students and get credit for it. Perhaps he would have considered his childhood interest in math or science, but they require that you take many basic "rinky dink, boring courses" before delving into the exciting stuff. In philosophy much more of it contained an element of discovery as opposed to training.

During his initial flirtation with philosophy Ron received a Questionnaire from the Lab. While his answers were characteristically flippant, (Question-- If your plans for next year are settled, tell what you have planned and where you will be? Answer--I will be on a small Caribbean Island training parakeets to assasinate dictators), they were being tempered by the logic associated with philosophy. Question--If uncertain about whether you would go to the same college if you were doing it over again tell why? Answer--If your question includes that the causal chain were identical, of course I would go to the same college, if the causal chain were different, I would do as I would do."

In the spring of 1969 Ron got married. His wife Sally was a clerk at a local record store. Today she is the manager. Ron reported that Sally has always been very supportive of his vocational plans.

Ron continued in the philosophy department after graduation, because an "assistantship was available and there didn't seem like there was anything better to do." In many ways graduate school was even easier than previous schooling. There were less courses to take, hence more time to fool around. He even discounts the work he did on his dissertation, claiming that it was relatively easy. Therefore he had time to work on the small house he and his wife had purchased, to make guitars, develop friendships and as always, time to read. He often rereads books many times. For example he's read Frank Herbert's Dune six times. He hopes someday to have a shelf of favorite books which he will continuously reread. Ron believes that you can gain new insights by reexamining even those things that seem completely familiar.

Currently Ron has a one year, half time, non-tenured teaching appoint at ________________. He is looking for a teaching job at another university, since it is department policy not to hire its own graduates. Although academic philosophy is not his ideal, that's where the limited number of jobs are available. He would rather get a grant to study topics like cosmology, the study of the origins of the universe, but chances of that are almost nil.

In previous years Ron directed quite a lot of criticisms at the educational establishment. As late as a few years ago he wrote, "I think college is generally a hindrance to the development of personal satisfaction and well being (mental, perhaps spiritual). . . . College is a function of reality, which, at this particular politico-socio-temporal location is a corporate structure." When I asked him it feels to be part of that reality, especially in a teaching capacity, he shrugged his shoulders and said, "it's a job." I suppose even the Best and the Brightest have their inconsistencies.

CASE STUDY OF MARY

AWARENESS - SELF

Pre-High School

Midway through fourth grade, Mary was promoted to fifth grade, "which supposedly indicated some talent."

Mary discovered a basic talent she possessed for science and math, a fact which was reflected in her Lab test scores.

Ninth Grade

Selected for accelerated high school courses, Mary did not feel especially unique, but was aware that she possessed considerable intellectual talents.

General High School

Mary was aware of her competitive nature throughout high school and college. "I like to be up there on the top. That's my personality; I like to compete."

AWARENESS - SOCIAL

Pre-High School

Mary came from a family of five children, all of whom made the high school honor roll. "My parents could not really single out anyone for their 'smartness'."

Ninth Grade

Early education was in a country grade school, after which Mary transferred to a relatively large high school. She "had to work to get up to the level of other high school students." In addition, she felt intellectually "inadequate" at this time.

Mary discovered that teachers seemed to "take more interest in a student who cares and learns easily than in an average student."

Eleventh Grade

Mary was selected for a high school science program at __________ State. This gave her a feeling of confidence that she could "compete with others" in the science area.

Twelfth Grade

"I must admit I did enjoy the publicity that accompanied the awards and honors I received during my junior and senior years."

AWARENESS - RESOURCES

Pre-High School

4-H Club was very influential for Mary. Motto of "Make the best better" was taken to heart.

General High School

Mary's parents worked hard and were efficient and served as models for her, especially for academic pursuits.

"Protestant Ethic was part of my background too. Work hard, and put your best effort into it."

"The family background I was raised in was very significant in developing me as a person. The competitiveness and desire to excel were probably inherited characteristics."

ORIENTATION - SELF

Tenth Grade

Mary was aware that she was a year younger than classmates, which caused her to be "treated differently by other students" in regards to certain things (e.g., learning to drive). Such things were "important at the time."

Eleventh Grade

Mary indicated a feeling of being "incompetent" in English while in high school.

Twelfth Grade

Mary did extremely well in math and sciences throughout high school. "I am more sure of myself (in these areas)." Especially loves lab work.

General High School

Mary indicated excitement with mathematics: "Problems encourage you to think...it is a challenge." She found that sciences "fascinate" her and that medicine and medical research were "very thrilling."

ORIENTATION - SOCIAL

Eleventh Grade

__________ State University high school science program "persuaded me to major in science or math."

Mary discovered that her high school science program was not as extensive as in larger high school programs. Nevertheless, she did her best to develop a strong, in-depth background in courses offered.

College

She enrolled in Letters and Science program at _______________, but disliked the fact that people were so "isolated." Mary desired a tighter group of friends that she would see often. "I just wasn't happy with the people angle of it."

She transferred from L & S to Home Economics and later to the School of Agriculture. "I wanted something where you had some identity, something to work with, a group of people you could identify with."

ORIENTATION - RESOURCES

Pre-High School

Parents and family influenced Mary greatly in seeking her educational goals. All members of her family "went to college and I just assumed I would too." Parents put a high value on education. "Getting an education was instilled into you." Grandmother received a B.S. and a great-aunt a Ph.D.

Mary's parents were "science-oriented rather than inclined toward the arts and social sciences."

"My grandfather was a strong influence on me in helping me realize the value of an education. He always said it was one investment which no one could ever take away."

Eleventh Grade

Mary met a biophysics professor while at the ___________ State high school science program. "I thought, 'wow!', if I could be something like that." He influenced her thinking toward biophysics.

One particular high school science teacher was extremely influential. "He really developed my interest in science. He made you want to learn, made things fun. If there was one teacher who affected me (in high school) he was probably the one."

High school "Orientation Night"--when college students discussed with her areas of interest--helped to influence her in the direction she wanted to go.

EXPLORATION - SELF

Ninth Grade

Mary was interested in nursing, home economics, and teaching as a high school freshman.

Tenth Grade

Medical research was her chief occupational goal as a sophomore.

Eleventh Grade

She continued her interest in medical research and teaching as a junior.

Twelfth Grade

Mary's chief occupational goals as a high school senior included biophysics and medical research.

College

"Anything with human research (especially nutrition) I really get into."

EXPLORATION - SOCIAL

College

Mary had thoughts about medical school; and spent time working in a children's hospital. This caused her to re-evaluate her thinking: "Seeing kids die that you were attached to...I don't think I could have forced myself to pursue it." Additionally, Mary had a part-time job for one year in the food service area at a hospital.

She worked in _________ Agriculture Library as a technician in graduate student lab (nutrition research).

Mary worked with disadvantaged youth, teaching them health and nutrition.

She was a member of the "Crucible" and "Motorboard," which meant a lot to her. "I was in quite a few things...(organizations) you could identify with."

EXPLORATION - RESOURCES

General High School

The Research and Guidance Laboratory helped clarify her thinking: "It made you think about what you want to do instead of just blindly 'hit and miss' in selecting something. They tried to encourage you to think of what you wanted, what kind of interests you had. They maybe helped define some things in your own mind that you weren't able to do on your own. They sort of sat down and pinpointed things that you possibly didn't see in yourself."

In addition, the Laboratory pointed out both strengths and weaknesses. "This helped."

College

Mary took as many high school science courses as possible.

She continued developing a strong science background in college.

She developed a strong research orientation in the nutrition field.

Mary used study habits developed throughout high school effectively. "A lot of people get lost their freshman year because they don't know how to study."

SELECTIVE FORMULATION - SELF

Pre-High School

She also recognized her competitive nature and desire to excel.

Ninth Grade

Mary recognized her ability in mathematics and sciences early in high school years.

Tenth Grade

She recognized her desire to enter the field of human research.

Twelfth Grade

Mary accepted the fact that much studying and academic training would be required in order for her to achieve desired goal. ("(I'm) going to have to work.")

She realized that she did indeed have the ability to achieve her goal: "There's nothing about it (college) that would be too much for me."

College

She enrolled at ____________________.

Mary majors in Nutritional Science.

SELECTIVE FORMULATION - SOCIAL

College

Mary desired to make self unique, academically. To accomplish this, she enrolls in a number of science courses from a variety of areas and emphasizes research in her studies.

She became aware of the fact that, for her, a career is a life style: "A person's traits and values which make him a unique individual affect everything a person does, including his career. I don't think a person can separate his goals in life from career goals."

She recognized limitations in chosen career; specifically, that laboratory work doesn't deal directly with people: "Science can be hard and cruel if you don't do anything other than mix test tubes. I needed something that was people oriented on top of that."

SELECTIVE FORMULATION - RESOURCES

College

Mary made use of former study habits: "One of the most important things in education is teaching people how to use their time and energy."

She found a major resource within her field of study: "Once you select a major, people within the school have an influence."

She found this to be especially true with her major professor.

Mary acquires a scholarship to assist her financially.

Mary indicated that counseling helped her realize her shortcomings and strengths. In addition, it enabled her to gain "enough confidence to choose ________ and stick it out even when the future seemed bleak...I learned to make a decision and stick to it even when easier paths seemed available much of the time."

ACTION - SELF

Post-College

Mary graduated from _____________ with a B.S. in Nutritional Science.

Mary felt sure of herself upon graduation and that the career she prepared for was the right one for her ("Science. That's my bag!").

She accepted a position with the _____________ Company as a biochemist immediately after graduation and was eventually promoted to senior biochemist, a position she currently holds.

Mary enjoys her work immensely: "I really love the work, it's fantastic...I feel like I'm using my brain."

Mary is given "lots of responsibility."

She sees her career as "probably" a lifelong one ("anything that's lab or research oriented I like.")

ACTION - SOCIAL

Post-College

Mary knew what she wanted in terms of a career and was determined to get it. She told the _____________ interviewer that she didn't know how they could expect a girl with her credentials to take the job they offered. "I think I was fairly sure about myself, I'm usually not that cocky."

She debated whether to take the job or enroll in graduate school and told the interviewer that after two years on the job, she might return to school.

Mary has married since accepting the job. In addition, _________ pays for courses she might desire to take. So has decided to stay with her current job.

Mary has mixed feelings about some of her colleagues, but accepts this as a fact of life.

She sometimes wishes that the job "was more people oriented, though."

"I'm satisfied with the challenge that research and development presents. It's been a continuing learning experience since I accepted the job."

ACTION - RESOURCES

Post-College

Mary has taken advantage of the company's education program, enrolling in courses in nutrition at the ____________ University Extension.

She has taken a statistics course offered by _______________.

Mary's career development progressed in an unusually steady, straightforward manner, with few deviations from her early defined and desired goal. This development can be seen as a process of initially choosing a general occupational field, keying in on a number of specific areas within that field, and finally arriving at a single occupational choice. The Wisconsin Career Education Model is a useful tool with which to view this process, and the reader is urged to keep this in mind while reading the following chronological discussion of Mary's career development.

Mary was aware of the fact that she possessed above average intellectual talents while still quite young. Her mid-year promotion from fourth to fifth grade, her selection for accelerated high school courses, her selection for the __________ State High School science program, and her consistently high grades all served to underscore such thinking. Seen retrospectively, this awareness of intellectual abilities was important, for it formed a basic foundation and belief in self which in the years to come would serve two important functions: 1) a confidence that she could indeed undertake and succeed in a rigorous course of study culminating in her desired career choice, and 2) that her emerging competitive nature was backed up by considerable talents.

Concomitant to this awareness was a strong preference in school for mathematics and the sciences. Confidence in herself again appears to have played a role in this area: while Mary's grades were excellent in all areas of study, and while she was also an avid reader in fields not pertaining to mathematics and science, Mary notes that she felt "incompetent" in areas such as English. In addition, Mary was aware of the discrepancy between her various test scores in the quantitative and verbal areas, the latter being considerably lower. In light of her competitive nature, it is consistent and understandable that Mary's dominant areas of interest would be those in which she felt "more sure" of herself and "could compete with others."

This is not to say that Mary's interest in these areas was not founded on a sincere intellectual interest. Mary describes her early interest in mathematics and science with such words as "fascinating," "very thrilling," and "a challenge." Furthermore, the consistency of this interest over her academic career, the fact that, occupationally, the mathematics/science area was her long professed occupational choice, and the fact that she is currently secure and content in her occupational position and knows "it was the correct choice," all underscore the idea that Mary's early interest in mathematics and science was a sincere one. The fact that her abilities enabled her to be confident and competitive in these areas served to reinforce this interest.

A number of sources, including parents, family, 4-H club, and cultural background, played influential roles in the early stages of Mary's career development.

The recurrent theme that best characterizes the message of these sources is that by working hard and putting one's best effort forward, success in whatever pursuit chosen will necessarily follow. Mary reported that her parents served as models of hardworking efficiency, and that their example was extremely instrumental in the development of habits needed to excel academically and, ultimately, to achieve her desired career goal. In the same vein, 4-H club, with its emphasis on bettering one's personal achievements, and the Protestant Work Ethic of diligence and putting forth one's best efforts, were taken to heart by Mary and hence significant in the development of her overall approach toward the achievement of her occupational goal. Furthermore, competitiveness and the desire to excel appear to be a natural result of being raised in an environment that not only extolled hard work and applauded optimal performance, but also (perhaps unknowingly) provided models for purposes of comparison: all siblings were honor roll students and went to college, a great-aunt received a Ph.D., a grandmother a B.S.

Mary's preference for mathematics and science was quickly translated into tentative occupational goals. As early as her sophomore year in high school, medical research was focused upon as a possible career choice. This choice continued to be foremost in her thinking throughout her high school years, although biophysics and teaching became possible alternatives. Mary reports that the Research and Guidance Laboratory played a significant role in helping her to focus on these potential career choices: by defining certain interests that had previously been overlooked in her own mind, and by pinpointing certain things she had not seen in herself, the Laboratory helped to clarify her career thinking. Additional assistance in her orientation toward a career in science was gained from her participation in the _______ State University High School science program, where Mary came in contact with a biophysics professor. Mary notes that she thought at the time: "Wow! If I could be something like that!" The modeling purpose this professor served, and the degree of his influence, especially when seen in retrospect, is obvious. Finally, the fact that Mary's parents were both science-oriented rather than inclined toward the arts and social studies no doubt exerted some influence on her tentative occupational choices.

It is significant and should be noted that Mary's orientation at this time toward a career in science fulfilled more than an academic interest on her part. A very strong trend toward humanitarianism had long been a prominent characteristic in Mary's personality, and human suffering was clearly seen as loathsome to her. A career in the health sciences, whether it be medical research, biophysics, or nursing (also a considered occupation during her high school years), would provide an outlet for the expression of her desire to better the lot of mankind. Hence, a career that coupled her deep interest in the sciences with the opportunity to fulfill her humanistic desires appeared to be appropriate for her. In view of this, Mary was quite precocius in her career thinking: not only did she correctly focus on the general field that exercised her primary academic interest while still at a young age, but, equally important she was also able to understand that such an area would enable her to fulfill prominent personality characteristics and needs.

In short, Mary graduated from high school with a strong idea of what career was best suited for her. No haphazard guessing was involved; on the contrary, it was a decision based not only on intellectual ability but also on keenness of interest, confidence in self to withstand the rigors of training, security in the knowledge that she could compete with others with similar goals, and awareness that a career in the health sciences would enable her to fulfill the humanistic motives so important to her. In addition, Mary was well equipped to embark on the next phase of her career development: she had taken an abundance of honors and college preparatory courses while in high school, had availed herself to all science courses offered at her school, had participated in science programs to increase the breadth of her knowledge, had developed excellent study habits which would prove to assist her in the years to come, and had, through the influence of significant others in her life, formed a will of grim determination that if she invested enough time and effort in the pursuit of her goals, those goals could be realized.

Yet Mary still had some exploration to do to specify what particular field of human research was best suited for her, and she wasted no time in trying to determine this area. Enrolled in the College of Letters and Science at the ____________________, she elected to engage in courses which offered a broad science background. In addition to such didactic training, Mary made a conscientious attempt to emphasize the experiential aspect of her education. This turned out to be a very important event in her career development process, for it caused her to dismiss from her thinking former areas of interest and encouraged her to investigate other areas. This modification process was extremely helpful in specifying a particular area of human research in which to both major and, ultimately, develop a career. Time spent in a children's hospital caused Mary to re-evaluate her thinking toward medicine per se: seeing children die, especially those with whom she had become attached, was an aspect of medicine that she preferred not to deal with. Conversely, work experience in the food service area of a hospital, teaching disadvantaged youth health and nutrition, and, especially, work in the university agricultural library as a technician in nutritional research, all served to emphasize the idea that perhaps nutritional research was the specific field for her. Experience in her course work apparently underscored this idea, for Mary gravitated toward the field of human nutrition and ultimately to major in nutritional science.

Aside from the didactic and experiential training, social awareness also played an influential role in Mary's ultimate choice of a major field of study. Mary felt "isolated" in the College of Letters and Science; that is, she disliked the fact that the formation of a close-knit group of friends whom she would see often was difficult. In addition, she desired a sense of identity with her academic field and the people associated with it, something she found nearly impossible with such a general field as Letters and Science. To amend this, she transferred to the School of Home Economics and later to the School of Agriculture, where she majored in nutritional science. Here she found the sought-after sense of identity. Selection to "Crucible" and "Motorboard" reinforced this feeling.

Having chosen her specific area of interest in scientific research, Mary strove to make herself unique, academically. To accomplish this, she enrolled in a number of science courses from a variety of disciplines, while at the same time she placed an emphasis on research in her studies. This enabled her to concentrate on what she felt to be the prime areas of interest for her within nutritional science while equipping herself with the laboratory skills she would need later. Finally, by making herself unique within her field, she sharpened her competitive edge for the job market. It should be noted that Mary's desire for uniqueness parallels her desire to excel: that is, by being broadly trained within her discipline while still emphasizing one particular aspect of her education, she was able to bring a greater degree of expertise to her occupation, which in turn enabled her to excel.

While content with the field of nutritional science, Mary recognized certain limitations in her major but she was secure enough with her choice to admit and accept them. Specifically, she noted that laboratory work did not deal directly with people. This concerned her, since in her words, "science can be hard and cruel if you don't do anything other than mix test tubes." Nevertheless, her love for scientific research and her fascination with the nutritional aspects of health caused her to accept this limitation in her major.

Upon graduation from college with a B.S. in nutritional science, Mary debated whether to accept a job or enroll in graduate school. She was quite sure of herself that the career she had prepared for was the right one for her. This confidence was reflected in her approach to job interviews in which she told the ____________interviewer that she didn't know how they could expect a woman with her credentials to take the job they offered. In Mary's words, "I think I was fairly sure about myself. I'm usually not that cocky." She decided to accept the position of biochemist with ___________ with the understanding that, after two years on the job, she might return to school. However, Mary has since married, and, since the company pays for courses she may desire to take, she has decided to stay with her job.

The position with ___________ is the only job Mary has had since graduation, and she enjoys it immensely, viewing it "very probably" as a lifelong career. She is given a great deal of responsibility, and the position is oriented to laboratory research. To quote Mary, "I really love the work, it's fantastic...I feel like I'm using my brain." Promotions came rapidly, and Mary now enjoys the position of senior biochemist.

Mary has understandable mixed feelings about some of her colleagues, but accepts this as a fact of life. In addition, she sometimes wishes the job "was more people oriented." But her contentment with her career is perhaps best summed up in the following statement: "I'm satisfied with the challenge that research and development presents. It's been a continuing learning experience since I accepted the job."

In conclusion, it is perhaps a tribute to Mary that she was perceptive enough at an early age to have a relatively clear idea of what she desired in a career, possessed the resources--both personal and otherwise--to put that idea into action, and the determination and talent to make that idea a reality. Also, it is interesting to note how her career development followed the Wisconsin Career Education Model. Mary remarked that she had no idea whatever that she was using the principles of the model in her progression toward, and engagement in, her occupational choice. Yet the model fits perfectly her process of career decision making.

CASE STUDY OF DON

AWARENESS - SELF

Ninth Grade

French--I like the course and the teacher.

I like science.

Civics--I don't feel it's very important. A lot of the material I have already picked up.

Health--I don't learn much in there and it's quite repetitious.

Why are you considering Dentistry?--It's very fulfilling and I enjoy working with people.

Father's view--He wants me to do something that will be fulfilling.

Finish high school ahead of time?--High school is fun and I might be a little immature.

3 wishes--wealth, security, happiness

Tenth Grade

Chemistry--I like to work on lab experiments.

World History--I haven't learned anything in four weeks.

I like to have fun. I like to win.

3 wishes--1) happiness, 2) nice family, 3) enough money to do what I want.

I have natural curiosity.

I want very much to be a success--happy and satisfied with the work I'm doing.

Eleventh Grade

Physics--It's very interesting.

History--I like to read about history.

3 wishes--know more kids at school, be successful in lifes work, have a happy life.

Didn't like canning peas or painting school for summer job but was glad to have a job.

Realizes that personal contact with professors is important but unlikely at the college level.

Twelfth Grade

My goal is to serve people and to see that they are not relegated to a position of lesser importance.

AWARENESS - SOCIAL

Tenth Grade

I have lived in several different places and met a great number of people and been placed in various situations.

Eleventh Grade

Decided not to be dentist--law--had contact with several dentists.

Summer job.

Twelfth Grade

Sent letter to Lab--thanked Lab for considerate treatment.

AWARENESS - RESOURCES

Ninth Grade

I sometimes don't understand my algebra assignment so I go and get extra help.

Parents help with problems, give support, clarify and aid judgments.

ORIENTATION - SELF

Tenth Grade

Summer jobs--swimming pool and canning factory.

Eleventh Grade

I am going to have to make many important decisions. It's good for me to make smaller decisions now, and then I will be ready to make the larger and more important ones later.

It's important to make the right decisions.

In our democracy I will have to make decisions for myself.

With whom shall I associate?

Twelfth Grade

Human relationships will need increased emphasis as the society become more technological.

Possibility that in the future everyone will have to go to college.

The future will be deeply involved with technological advances but we must not forget humanity. I will try to remember humanity.

How can I be sure I have made the right occupational choice?

ORIENTATION - SOCIAL

Ninth Grade

Parents instilled in me my moral convictions and helped form my judgments.

Teachers pushed me to work to my capacity, presented challenges.

Environment--never lacked material things. Received love & interest from parents.

Coaches--made me determined to win, love of victory, Father encouraged love of outdoors.

Tenth Grade

Advantage of being a superior student--Schoolwork is easier therefore you can do more advanced work.

Career?--Dentist--there are very good opportunities in the field.

Eleventh Grade

Parental support has given me confidence in myself.

Twelfth Grade

Parents support occupational choice.

ORIENTATION - RESOURCES

Ninth Grade

Parents made financial arrangement for college.

Twelfth Grade

Asked questions at Lab--Occupational choices & what school is best for me.

EXPLORATION - SELF

Tenth Grade

Finish high school early?--I would miss athletics and it would have a bad effect on my social life.

Eleventh Grade

Parents have helped me with problems but they have always left the final decision to me.

Twelfth Grade

Plans for next year?--go to college. 1) check into colleges, 2) ACT tests done, 3) saving money.

EXPLORATION - RESOURCES

Ninth Grade

Class reaction--If a student desires to learn something he does it on his own.

Interview

Had contact with dentist, attorney, etc., in the community.

SELECTIVE FORMULATION - SELF

Twelfth Grade

As a dentist I would try to relieve human pain and suffering. As a lawyer I would try to see that people are treated fairly under the law.

Occupation with English--No, not interesting.
Occupation with Math--No, too difficult.
Occupation with Science--Yes.
Occupation with Social Studies--Yes, interesting & challenging, interested in people.
Occupation with Foreign Language--No, don't like it.

Occupational choice--Law, political science--interested in it.

Interview

Dentistry requires a high degree of manual dexterity, possibly beyond mine.

Law seemed more interesting to me, greater variety, more community involvement.

ACTION - SELF

Interview

Attended UW-______________

Attended ______________ Law School.

Sought employment in _____________, _______________ as lawyer and assistant DA.

ACTION - SOCIAL

Present

Works in semi-urban area where hunting and outdoor sports can be pursued.

ACTION - RESOURCES

Present

Several avenues remain open to Don, i.e., continued private practice, DA work, politics, teaching.

The present case study was compiled from information gathered at the Research and Guidance Laboratory for Superior Students at the University of Wisconsin-Madison and a one-hour primary person telephone interview on December 10, 1975. Laboratory information was gathered in four segments; one each year for the years 1966 through 1970; and included essays, completed questionnaires, and achievement test data. There was no information covering the period 1970 to present except that which could be recalled by the interviewee. The case study was compiled by a single individual and is interpreted and presented within the parameters of the Wisconsin Career Education Model. All information was gathered and compiled with the expressed permission of the interviewee who attended the Laboratory because of exceptional academic performance.

Family History

Don is the oldest of two children, having a sister approximately two years younger than him. His mother, a college educated woman, worked primarily as a homemaker while his father worked as superintendent of schools, or similar administrative positions, in several semi-urban Wisconsin communities.

The atmosphere in Don's home appears to have been warm and supportive though high expectations were maintained. Don recalls that expectations were clear and he could expect to be disciplined if the expectations were not met. He also recalls support and encouragement and a freedom to make certain age appropriate decisions. Don did not lack material goods and the home would be considered educationally enriched. Education was stressed in the home and as Don states "attending college was a foregone conclusion."

As a result of Don's father's work the family made three moves requiring Don to adjust to three high school situations. Don felt that adjusting to new school situations aided him in developing varied social skills. As a result of moving Don felt that he was exposed to "different people" and varied life styles. Don indicates that he had contact with professionals in the community. It seems likely that the majority of life styles Don was exposed to may have been categorized in the upper half of the socioeconomic strata.

Present Situation

Don is presently involved in a private law practice in addition to serving as District Attorney in a semi-urban ____________ community (population under 40,000). As the youngest District Attorney in the state he is quite satisfied with his position, his vocation and the life style his vocation requires.

Speculating on his life style the writer assumes Don holds a high status position in the community. His work is undoubtedly demanding both in a professional sense and a social sense. In Don's words "you're the District Attorney twenty-four hours a day...you're always in the public eye." Obviously this puts limitations on an individual's freedom to act, however Don appears to easily accept this limitation.

As an attorney Don has several options. He can pursue work on a salaried basis for federal, state, county, city and private agencies. The independence of private practice is also an option. As such, he has the option to control the amount of time spent working versus time spent at leisure. Teaching at the college level may also be pursued. The diversity of these options suggest that Don is in a position in which he could assume varied life styles.

Reflections on His Development

From early school years until early law school days Don felt an academic competence beyond many of his peers. Knowledge concerning his academic competence was gained 1) by observation, i.e., he noticed he was the only "kid" to consistently get 100's, and he was able to answer questions other "kids" could not; 2) by selective honors, i.e., he was invited to enter the superior student program, he was enrolled in special classes during his junior and senior high school years and 3) by test results, i.e., Don performed at or significantly above the mean scores for superior students attending the Laboratory (Tests include: Watson-Glaser Critical Thinking Test, Wisconsin Inventory for Talented Students). With the above information Don was well aware he possessed strong academic potential. Don recalls that his feeling of academic uniqueness faded as he competed with students of similar abilities in Law School.

Reflecting on his high school training Don felt that math and science classes in addition to athletics encouraged him to develop self-discipline. Athletics was also important in establishing "a desire to win." On a personal level Don felt his industriousness and "natural curiosity" have been real assets for him while occasional non-assertiveness has been disadvantageous. It seems likely that as Don's academic uniqueness faded in Law School his self-discipline, desire to win, industriousness and curiosity sustained him. Also, his ability to refrain from asserting his views, a skill possessed by those who are occasionally non-assertive, may have aided him in conflict situations with authoritative superiors.

Milestone Decisions

As mentioned earlier Don indicated his attendance at college was a foregone conclusion. However, in talking to Don and in reviewing his file it seems equally plausible that the range of acceptable vocations was limited to professional/administrative white collar vocations. As such college attendance would have been a secondary foregone conclusion the primary one being a vocational area i.e., professional/administrative, etc. Some support is seen for this in the family history as Don's early vocational exposure was most likely to white collar professional vocations. It also seems likely that family members would expect and encourage their son to achieve a status similar to their own. It follows that a son, aware that he most likely has the intellectual ability to achieve at the professional level would consciously or unconsciously limit his career choices to upper socioeconomic white collar professional careers.

Don's early career decision appears to give this contention further support. As a ninth and tenth grader Don was considering the profession of Dentistry. As an eleventh grader he was considering law as his eventual profession. In essence nothing but professional positions were being considered as top contenders for Don's vocational choice.

As such, sequentially major decisions in Don's vocational development appear to have been 1) deciding which professional position to pursue; 2) deciding which college or series of colleges he should apply to and subsequently attend; 3) deciding on an area of specialization within his profession and 4) deciding what positions he would apply for and one particular position that he would subsequently accept. In talking to Don the writer was struck by the low degree of ambivalence reportedly experienced by him as he made and followed through on his decisions. In the following section support is given to the contention that Don's self-awareness allowed him to make firm stable decisions concerning his vocation.

Use of Career Components in the Five Phases of Career Decision Making

In reviewing the career component chart (pages 1-6) it can be noted that Don's informational pool was dominated by self-awareness or self-knowledge as opposed to the other career components, i.e., social development and resources. As such, self-awareness appears to have been the component Don employed heavily in making his vocational decisions. Don's perceptions of self and his relationship to academia manifested itself in a straightforward, non-ambivalent fashion as early as the ninth grade level: "I like science, health--I don't learn much in there." The above statements are clear, concise and definite; they appear to reflect that Don is very aware of his likes and dislikes. Statements categorized under social development, i.e., "My parents instilled in me my moral convictions and helped me form my judgments" also reflect that Don was aware of parental influences on him. This suggests that Don may have been consciously aware of parental desires for him to achieve.

Based on the above presentation the writer can speculate that Don's self-knowledge layed the basis for his well-planned advancement toward his present career and life style. Obviously the remaining career components, social development and resources affected his advancement however, their effects appear limited. My rationale follows.

Don's keen self and environmental perceptiveness provided him with strong indications of what his likes-dislikes, strengths-weaknesses, special abilities and needs were. As such he knew he had high academic potential, he was aware of a need to "serve people and to see that they (people) were not relegated to a position of lesser importance." He was most likely aware that involvement in a white collar profession would please his parents, provide intellectual challenge and stimulation for himself and meet his need to achieve and "be successful in lifes work." When considering favorable points of the dental profession Don indicated, "there are very good opportunities in the field." This indicates that Don was aware of the important role employment options and diversity played in selecting a career. Speculation suggests that Don was searching for a white collar profession which complimented his abilities and needs and provided varied options which would allow the adoption of various life styles. With this criteria limiting occupational choice the need to explore the complete range of occupations would be significantly reduced. Don's need for self-motivated exploration was farther reduced since he was in contact with white collar professionals through family contacts. Through observation and reflection of family contacts Don could match his skills, desires and life style needs with the life styles of established professionals. As such the role of exploration and selective formulation was reduced. Through keen self-knowledge, possibly promoted in his supportive, consistent home environment, combined with limited acceptable vocational choices and earlier exposure to varied white collar life styles Don was able to make an early, planned career/life style decision (eleventh grade) which remained stable until the present. Anxiety centering around the financial burden of a long academic stint was reduced as Don could rely on his father for finances if it were necessary. Also, anxiety resulting from feared lack of academic competence would be reduced by Don's early perception of himself as a smart, self-disciplined, competitive, curious person.

In summary, it appears that self-awareness, limited vocational choices, exposure to various life styles within the limited vocational choices and reduced anxiety concerning goal attainment were important components. Aiding Don in a satisfactory career/life style decision, pursuit and attainment. It seems likely that the strong emphasis on self-awareness, and the lesser yet significant emphasis on self-orientation and social development orientation layed the basis for Don's vocational/life style development. Emphasis on exploration selective formulation and action in the area of social development and resources was reduced as Don's early enriched home environment provided a socially appropriate background which needed little reformulation or expansion. As such the majority of this case study delt with the factors which allowed Don to actively plan and pursue his present life style.

CASE OF SUSAN

AWARENESS - SELF

Ninth Grade

Ninth grade self-description--"Fun person--like to goof around."

Ninth grade--hated sewing and cooking

Below average WITS scores (9th) both tests

Slightly above average STEP socres (9th) compared to 10th norms

Playing musical instrument very important activity

Tenth Grade

Difficulty in writing relationship exercises "couldn't figure out anyway to write them down."

"I always liked school."

"I like to ride horses and dance."

Eleventh Grade

I am a "rather shy (person), but I love people and (I am). . . a fun lover (who) makes friends quite easily."

"I think the decisions I make are sufficient for the amount that normal teenagers should make. I make my own decisions on things like clothes, and personal things but I always get my mother's opinion of them. I am the type of person who feels funny about wearing clothes and doing things that I know my mother or father don't like."

Twelfth Grade

"I enjoy English. . . and would choose an occupation in that field." (As an alternate career at this point in time)

"The only problem I have had since coming to Madison is that the teachers expect more from me...but then, maybe I should be giving more."

Post-High School

Felt she was selected for Lab on basis of grades.

Sees a career as a way of life.

Lack of direction accounted for low interest in academic work in high school.

AWARENESS - SOCIAL

Tenth Grade

Favored activity--playing in the band

Favored activity--going to school

"My parents influence me greatly. . .

Eleventh Grade

"I make friends quite easily."

"One of my friends thinks that I should go along with everything she does and still be a good friend."

". . . I wouldn't do anything that would make them feel (parents) I don't care about them."

Twelfth Grade

"As I look into the future, I see a great society of people with each person playing his own special role."

"I know that my part in society will be only minor to the world, but it will be of great importance to me and I plan to make the best of it."

Post-High School

Loves her job and working with people.

AWARENESS - RESOURCES

Ninth Grade

Likes reading biographies and fiction.

"They (parents) have always helped with any problems-I know I can go to them any time. They have helped me do my best in everything."

Eleventh Grade

"Matters that have bearing on my school activities and such, I always talk over with my parents and have them help me come to a decision."

Twelfth Grade

"High school may have been more valuable to me if subjects which alternate would have been offered every year. Another thing I think would have made high school more valuable would be more foreign languages."

"I feel my experience could have been made more interesting if there had been more outside activities for girls."

Post-High School

High school did not prepare her for nursing due to a severe lack of sciences.

ORIENTATION - SELF

Ninth Grade

Wants to teach

"I guess I'm kind of an odd person but I have always loved school. I want to go on and maybe someday be a teacher."

Tenth Grade

Being better than average--"helps you to know that you can help someone else."

"I don't especially like lecture classes where there is almost no discussion among the students."

Eleventh Grade

"I think English is an interesting subject, and if I would ever become a high school teacher, I would major in English."

ORIENTATION - SOCIAL

Tenth Grade

One wish of Susan's was to "be able to get along with everyone."

"Some of them (students) talked throughout the whole period. I think this is rude and . . . shows disrespect for the other people."

Eleventh Grade

Wants to be a Peace Corp teacher because "I love to work with people."

"One of my friends think that I should go along with everything she does and still be a good friend."

Twelfth Grade

"I think the basic need of the world in the future is more understanding among the people of this earth."

"In my opinion, if everyone would look toward the future and think 'I'm going to help other people with their problems,' the future would be much more secure."

"Our society could become much greater if everyone would do his part instead of thinking 'He can do that so why should I even try'."

ORIENTATION - RESOURCES

Ninth Grade

Go to college was ambition

Parents plan for Susan to attend college.

EXPLORATION - SELF

Tenth Grade

Loved "setting hair"

Taught Sunday School

EXPLORATION - SOCIAL

Ninth Grade

Meeting new people designated as very important activity.

Tenth Grade

Taught Sunday School

Eleventh Grade

"I would (like) to wish happiness for everyone."

Twelfth Grade

Susan viewed her extensive extracurricular involvements positively, "These activities have helped me to learn how other people act and feel. . .they have helped my understanding of people."

EXPLORATION - RESOURCES

Ninth Grade

Traveling designated as very important activity.

Tenth Grade

"I like to study the parts that make up man and the developing of plants and such."

"I like to study primitive man and his actions. I am much interested in how things of modern times developed."

Favored activity--going to school

"When I was four. . . I used to go to school with my brothers at least once a week."

". . . at ________, I was always put in a separate class because I was more advanced...."

Eleventh Grade

"After graduation I plan on college at one of four sites."

Twelfth Grade

She found that sitting in on college classes was "very interesting and helpful."

Sue and her family decided to check on correspondence coursework in chemistry.

Post-High School

First year of Nursing School was very difficult.

SELECTIVE FORMULATION - SELF

Tenth Grade

"I don't really need typing and the class is boring."

"I love to work with children and I think of it as a lifetime career."

Ten years from now I would like to be "Teaching in an elementary school."

"I am certainly going to make my future years eventful and something to remember. Right now I am interested in teaching as a career."

Eleventh Grade

"I think English is an interesting subject, and if I would ever become a high school teacher, I would major in English."

"I don't think I should be permitted to make any more decisions than I already do."

Twelfth Grade

"She has finally decided to give up the idea of attending college and becoming a teacher."

Sue has decided to become a nurse.

Susan's decision to pursue nursing was a surprise to her family--mother said "because it was her own decision."

SELECTIVE FORMULATION - SOCIAL

Ninth Grade

Thought teachers were badly needed.

Eleventh Grade

Want to be a Peace Corp teacher because "I love to work with people."

SELECTIVE FORMULATION - RESOURCES

Ninth Grade

Wanted to take four years of high school for grades and experience.

Tenth Grade

Susan thought phy-ed was a waste of time, that it should be done outside school and the allotted school time used for study.

Eleventh Grade

After graduation I plan on college at one of four sites.

Career thoughts as teacher in Peace Corp.

Desired foreign language at high school.

She was concerned about college costs but although she had designated possible sites there were no inquiries up to this point about financial assistance.

After illness Susan wanted to drop band which had been one of her favorite activities--Parents were against that move.

Twelfth Grade

". . . she wants to take nurses training in a hospital school."

ACTION - SELF

Tenth Grade

Loved riding a horse and learning to drive.

Twelfth Grade

". . . Susan has never given the Laboratory staff any reason to believe that she was really enthusiastic about schoolwork."

ACTION - SOCIAL

Ninth Grade

Read to brother

Ten designated group activities

Attending committee meeting designated as very important activity and serving as club officer.

Tenth Grade

At least 4 designated group activities.

Favored activity--meeting new people.

Parents and counselor felt Susan had not been able to establish strong social ties at high school.

Eleventh Grade

Continued group activities in 3 designated areas.

Twelfth Grade

Class president and director of one act play.

Post-High School

Parents and husband pushed her to finish her nursing after a bad start in school.

Has two children (1 boy and 1 girl).

Married in 1969

Worked in coronary care unit (1969 to 1971) in __________.

1971 to 1974 worked in intensive coronary care unit at __________ Hospital.

1974 to present at intermediate care facility for developmentally disabled adults.

ACTION - RESOURCES

Ninth Grade

Three academic subjects.

Very little time outside reading.

Parents said Susan was very serious about school.

Tenth Grade

Three academic courses.

Worst grades (9th) in all of her academic career (parents) but was improving this year.

English teacher helped her learn to take better notes and locate valuable reading materials.

Got extra help in math.

In advanced sections of math and history.

". . . at ________, I was always put in a separate class because I was more advanced. . . ."

Eleventh Grade

Increased to 4 academic subjects.

Continued vocabulary weakness and little outside reading.

Twelfth Grade

Twelfth grade showed increased outside reading.

Post-High School

Felt only a few teachers had pushed her to increase course load.

Regrets lack of available continuing education in present setting.

1967 to 1969 at ________ Hospital Nursing School--finished as an RN.

Second & third year was satisfying and good.

SUMMARY AND CONCLUSIONS

Susan came from a large family and a small town. Neither parent had gone beyond high school with her mother completing 12th and her father 10th grade. Susan's father was a trucking contractor while her mother was a full-time homemaker for the six children.

Susan appeared to be a fun-lover who enjoyed partying, meeting new people and being active in many extracurricular clubs as well as school activities.

At the 9th grade level Susan gave the appearance of having made a vocational commitment in the area of teaching. There was evidence to support this choice from her own writing and input from parents, teachers and her interviewer. Certainly capable of attaining such a goal Susan also had an inclination to work with people. Her activities checklist designated meeting new people as one of her favored activities. She further demonstrated interest in areas directly related to school systems such as Social Changes and Social Problems, people, education and true human interest stories. In her essay she wrote: "I guess I'm kind of an odd person but I have always loved school. I want to go on and may be some day be a teacher." This essay topic was to be on The Dominant Influences that Affect My Life. For Susan these were basically teachers, family and friends. She wrote that all three were encouraging her to go on to secondary education. There was also evidence that Susan's family had a strong concern with the practical consideration of getting a job. In Susan's view, teaching was an open field sorely in need of more quality manpower. This view, at that time, was realistic and although the source of information which framed it was not stated it would seem natural to assume it was based on information from teachers and probably family.

Somewhat paradoxical at this time was her Lab report's note of the polarity between Susan's stated career goal and her manner of approaching it. She was carrying only 3 academic subjects and spent little time in reading outside her required work. Even with her stated preference for subjects like civics and English Susan did not appear to derive a good deal of satisfaction from academics. This was a new school for her and her concerns seemed to be more personal/social rather than academic. Further conflicting evidence came with various tests administered at the Lab. While Susan seemed to be geared towards professional training in the liberal arts her verbal ability placed her below average for Lab participants. Her quantitative (math) test did the same while the Step Science Test ranked her above average when compared to gifted students one year ahead of her academically.

Susan and her parent interview report that freshman year was disheartening. Her grades were the worst she had received in 9 years of education although she was carrying a relatively light academic load. As a result of this she registered for only 3 academic courses in her sophomore year. Her parents felt that they did not want to "push her" after her unpleasant 9th grade experience. Early in the year it appeared that Susan was gaining confidence and things were going better for her both academically and socially although she still had not established a strong social engagement.

The summer between 9th and 10th grade Susan had an opportunity to be a day time babysitter for a pre-school child. Following this, she took up responsibility for teaching Sunday School to 15 four and five year old youngsters. This experience was in line with her ambition to teach which had carried over from her freshman year. She appeared not only to enjoy this work but she also did it well having a natural rapport with youngsters in at least a teaching situation.

Susan however, still demonstrated little motivation in academic areas. She did little or no homework outside of school and continued to be content with 3 academic subjects. The Lab report again urged the school to increase this load noting that a college bound gifted child often carried 20 or more such subjects whereas Susan was aiming at only 13. Teachers did make efforts to urge this but were seemingly unsuccessful. Susan did feel however, that some teachers were doing things to embellish her academic skills. An English teacher helped her find interesting vocational reading materials and showed her methods for taking efficient notes. In algebra the assistance was remedial insofar as Susan was having some difficulty grasping the concepts in math. Again Susan stated however, that she could have done better had she applied herself. Her academic interest was still not keen. Her favored courses were those which dealt with man (World History) and Human Physiology (Biology). Her favorite activities (designated in 9th grade) included meeting new people. She remained active in her extracurricular activities and seemed to derive a good deal of satisfaction from them. She enjoyed getting along with her peers and felt that her friends liked her for this quality and her cheerfulness. Her adjustment difficulties from 9th grade seemed to be dissipating which pleased Susan a great deal.

It was suggested by the Lab that Susan had some difficulties with her verbal and writing skills. She verified this suspicion in her interview but had no specific plan to work on this. Her 10th grade GPA came out to a 'B' average even with her light load.

Junior year Susan increased her academic load by one giving her four academic courses. Even with this her Lab counselor felt it was accurate to describe Susan as a girl who was "just drifting along" through school. Her ambition to teach maintained itself and got more specific. Now she wanted to teach English at the high school level. Yet, her outside reading was minimal and her vocabulary skills remained below average. Her Lab counselor suspected that college for Susan may have been little more than a bit of wishful thinking, especially when it was clear that she wished to reduce her load during her senior year. "(She). . . seems to be waiting for somebody to do something for her. How can we get her started for herself?" This was the question closing her Lab report.

Outside school work Susan seemed to be blossoming. She had enlarged her circle of friends and had continued to be active in extracurriculars. She described herself as a shy fun-lover who loved people and made friends easily. She hunted, played musical instruments, learned to drive and rode horses--she had her own. She was an active girl whose only problem seemed to be the question of college attendance and her paradoxical means of approaching it. Financing was a big concern for both Susan and her family and yet, even here, very few if any inquiries had been made in that direction.

Grade-wise, Susan again maintained her 'B' average even though her study time had increased substantially outside of school. College was still a stated goal but now she had thoughts of joining the Peace Corps. This was something her parents were not enthusiastic about. It seemed in line however with Susan's adventurous, empathetic, fun-loving personality. She wanted to work with and do things for people. This alternate goal also seemed to be congruent with her feelings and history in high school.

Almost predictably Susan's senior year produced a solid shift in her career goals. Teaching no longer maintained priority, in fact it had been surrendered. She was now enthusiastic, more so than she ever was with teaching, about becoming a nurse. As her report indicated, she had never given the Lab staff any concrete indications that she was zealous about schoolwork or the prospect of 4 years of college training. Even with academic weaknesses in the sciences, nursing seemed to combine Susan's naturally compassionate tendencies, her love for people and her ability to deal with them pleasantly.

Noting her weakness in the sciences it was suggested that Susan consider a correspondence course in chemistry. She followed through on this demonstrating a realistic goal oriented academic commitment. In an essay written her senior year entitled "The Future As I See It and My Place in that Future" Susan wrote:

> I feel that being able to help someone else is helping yourself and (that) every individual needs the satisfaction of the fact that he has helped someone. . . . if everyone would look toward the future and think 'I am going to help other people with their problems,' the future would be much more secure.

Nursing was an appropriate career choice for Susan although to this day she does not know exactly how she came to that decision. Her verbal test scores remained well below average (Terman Concept Mastery=30 with norm group average at 72) but her counselor felt that regardless Susan had many outstanding non-academic qualities which "should be regarded as meaningful and important." This is a comment on Susan's enthusiastic participation in many extracurricular activities including a variety of class activities, Pep Club, Drama Club, director of a one act play and election to the class presidency. In her four year high school career Susan was involved in over 12 different extra-curriculars above and beyond her personal hobbies such as hunting, riding and music.

Overall Susan appears to have been exactly what her first counselor suggested--a fun-lover who enjoyed people and doing new things but possessing little zeal for academics for their own sake. Through my current contacts with her this seems to hold true. Susan felt that it was her own lack of direction that accounted for her characteristic lack of interest during high school with the hard-core academic work. Not until Susan's senior year where she made "her own decision" to pursue nursing, did we see a concrete move on her part to seek out additional work in chemistry preparatory to her career plans.

She viewed her participation in the Research & Guidance Laboratory as beneficial commenting that "I have found that through my counseling interviews I am better able to evaluate myself. . . . (better) plan high school and. . . later life." Experientially she felt that being in Madison, going to classes and just trying things on for size was very helpful as a preparation for things to come after high school. When we consider that Susan did move from _______ to _____________ for Nursing School, the experiences in Madison visits were helpful in many ways including big city exposure.

When Susan and I talked about her as a gifted child and the reasons she felt she had been selected to participate in the Lab program--she was at somewhat of a loss. Although she did recall being accelerated in different grade school subjects she felt that the reason for her selection was basically her grades. She said that besides the acceleration and the actual time off school to come to Madison, she felt no noteworthy uniqueness among her classmates. Her high school was small and the size seemed to "fit her well." Her only regret about _________ High School was the limited science curriculum which could not prepare her well for nursing. Being a superior student, Susan was pushed to take more courses but only one teacher really expected much more from her than others. Susan was accepted as just another youngster and received little or no special consideration. When asked whether she felt that being labeled superior had any affect on her career choice the answer was a candid "No." For her, her career is definitely a way of life and a way of life she would repeat if given the option. She is quite content and satisfied in her work although she misses the opportunity for continuing her education due simply to geographic isolation.

Retracing her life from high school graduation Susan went to Nursing School at _______________ Hospital in ______________. Her first semester was miserable for her with the new school, lack of family, friends and the largeness of the town and the intensity of the work. Her second semester also seemed bleak and she thought seriously of quitting school for good. "It was at this time," she said, "that her present husband and her parents jumped in encouragingly supported her to remain and finish what she had started." She did remain and her second and third year were good to her. She was involved in her work and was enjoying it.

In 1969 she finished as an RN. That same year she married. For the next two years she worked in a coronary care unit in ____________. From 1971 to 1974 she was at ___________ Hospital in ____________ working in a coronary intensive care unit. During these years she had two youngsters the first a boy and a year later a girl. Susan remained enthusiastic with her work and she continued in it combining family and career comfortably.

In 1974 Susan and her husband moved back to her hometown area where both had found work in an intermediate care facility for developmentally disabled adults. Her husband came as a social worker and Susan as Supervisor of Nurses. The supervisory position has helped Susan develop her leadership ability, something she feels was not that strong up to that point in time. She continues to enjoy her work and desires no changes. Given the choice of where she could be and what she could be doing in the future her answer is simple--"exactly what I'm doing today."

For a young woman, who "doesn't really know why she decided on nursing," Susan has done quite well. She is obviously content with her work and enthusiastic about her life. With their home on a rural lake in Northern Wisconsin, Susan, her husband and family seem to be doing quite well. Almost prophetically Susan concluded an essay in 1966 writing; "I know my part in society will be only minor to the world, but it will be of great importance to me! I plan to make the best of it." Susan's part is unquestionably very important to her, and she is making the best of it. The only inaccuracy in the quote is a question on relativity--there are at least 60 developmentally disabled, numerous rehabilitated patients from 2 coronary care units, a husband and children and numerous friends who would consider Susan's "part" anything but "minor."

CASE OF CHARLENE

AWARENESS - SELF

Interview Data*

I was a candidate for living on my own at probably 13 and yet I wouldn't have wanted to.

I was the brain. Teachers were super nice to me and would seek me out for conversation.

I really was a responsible kid. . . . I think I deserved it (respect from teachers).

Everybody wanted me on committees because I was an organizer.

I always felt a need to help the other kids and the kids that were slower.

Compared to the other kids I was always kind of singled out. I didn't have to work that hard. It just came very naturally.

(She talked about helping the slower kids who were actually average) Except in music. I have a tin ear.

I can't even finish books that deal with real severe problems because I get so upset. (Charlene was always very concerned with world and social problems) Other kids would think that that was crazy.

I would tend to trust a complete stranger more so than a friend very often.

I guess when I meet someone, I guess I automatically trust them.

As I get closer to other people, I start backing off.

It's very hard for me to accept help.

Eleventh Grade

I think I make enough decisions and perhaps too many.

---

*Charlene was interviewed eight years after her high school graduation.

AWARENESS - SOCIAL

Interview Data

(Our counselor) told us that it (doing well on Lab tests) was a reflection on the school and that we should all do really well.

Madison is not a cosmopolitan town except in the university area.

The whole family thing was very hard on me.

Ninth Grade

I am grateful for each forces' contribution in the shaping of my life. Since each is different, I get a well-rounded general view of life as it is to the adult.

Eleventh Grade

I think I make enough decisions and perhaps too many. . . . Teenagers should be curtailed until they are capable of handling themselves in an adult, or rather accepted, manner.

AWARENESS - RESOURCES

Interview Data

There was a time that I really did need some kind of support.

(In reference to comments in laboratory reports)--I really don't think that they were very insightful comments.

(In response to what could have been done for her in high school)--Setting up coursework where I got credit working on my own would have been a good idea.

(Charlene wishes that this Laboratory report comment had been acted upon)--". . . counselor should help her explore careers in other areas."

Twelfth Grade

(In reference to school and community activities)--They were mostly good for making new friends--made me look at myself closely.

ORIENTATION - SELF

Ninth Grade

. . . I hope to be prepared for this life and any life thereafter in such a way that I can benefit mankind, even in the slightest way.

I don't know how, when or why, but I figure I'll make out alright. I suppose I 'cast my fate to the wind' and 'pray.'

ORIENTATION - SOCIAL

Interview Data

(Parent expectations for college)--It's not like I had a choice you know. It was like 'You go to school.'

I think I could have challenged myself more--but why should I--you know I didn't feel the need to, and I never felt close to any of the teachers. Some of them were kind of nice but I never thought that 'Hey, maybe I should sit down and talk with this person about what I could be doing beyond (general class requirements.')

The only thing my dad ever said was, 'Be anything you want but not a nurse.'

(Charlene's mother)--She wanted me to be a Phi Beta Kappa.

I was pretty headstrong and if someone had said, 'Oh wouldn't it be nice--to be a dietician or something,' I would have thought, 'You're pushing me.'

Having to work set me apart from everybody.

Charlene first wanted to be a teacher because she had good teachers in her first years in grade school. Then she wanted to be a puppeteer because she had a teacher that was into theater. Then she wanted to be a phy-ed teacher. For a long time she planned on being in social work.

My sister is more like my ideal person than anyone else. . . . She's a good model for me.

Ninth Grade

My siblings also guide my life as dynamically as my parents. They indirectly suggest things in life that I myself might never have discovered, such as a silent forest in the wintertime, which my brother pointed out to me in his picture book as a 'pretty picture.'

My parents are the most dynamic (forces in my life). . . . They direct me in the courses I take educationally and the paths I walk socially. They are sometimes protective and at other times pushing me into a sideroad of life that they took and found rewarding or a path that is less traveled which they ignored and now intrigues them.

Teachers provide me with the most dominant force I will ever encounter during the course of my life.

ORIENTATION - RESOURCES

Interview Data

(You didn't see any changes because of the trip to the Lab?)--No.

I didn't know the purpose (of the Laboratory).

(In reference to Laboratory reports)--Nothing was done.

Those particular kinds of suggestions are very good for any superior student. (In reference to comments in Laboratory reports to the high school)

I think that even now, superior students sift and winnow on their own. There isn't any program geared for them.

In retrospect I enjoyed Latin. (Said she hated it in a high school report)

_____________ was basically my whole world. . . . I felt very fenced in.

I guess I would say that Wisconsin high schools are not challenging.

I really needed a good counselor in high school and got virtually none (counseling).

It was just a hassle to go to a counselor.

(In reference to high school)--Probably mostly it gave me confidence. I can't remember a course--nothing stands out.

I felt like I was being cheated. (In reference to education in ________)

I didn't think high school was challenging enough.

I didn't even know that reports were sent back to the school. (In reference to Laboratory reports)

I would have never benefitted from an early graduation program.

Charlene would have liked a year between high school and college to "sift and winnow" and be a kid.

Tenth Grade

I'd give almost anything to move to a big city and travel. I love to meet people and ____________ doesn't offer too much of this.

Twelfth Grade

(In reference to high school classes)--I feel that a good deal of time was wasted in college prep courses that I'll never use except to get into college with. . . .

EXPLORATION - SELF

Interview Data

I was capable . . . but I could have used some kind of adult supervision. I was sensible enough that I came through a lot of dumb things.

People have commented to me that I really haven't changed that much (over the years).

EXPLORATION - SOCIAL

First Year After High School

(In reference to college)--I'm happier socially than I was in high school. No one set group control. No one pressure to do what is"in".

Tenth Grade

Life in Seattle was wonderful, but I suppose life anywhere is wonderful when you're a child.

EXPLORATION - RESOURCES

Interview Data

Charlene didn't really perceive the counselors in the Laboratory as really counselors.

Eleventh Grade

(Class Visit Reaction Sheet)--This class gave me some idea on what to expect in later years in college and therefore I benefitted by it.

SELECTIVE FORMULATION - SELF

Interview Data

I guess I'd always like to be active in working on something very challenging.

I would like to be what I plan on being.

I'd like to write. (Research or children's stories and poetry--illustrated)

(In reference to a question asking what major characteristic she felt she retained from the past into the present)--The only thing I feel I've retained is the feeling that I have to, and it is a have to, it's a real drive, that I have to be in a position to help other people.

I would like to be at a junior college or a college either in a counseling center situation or as an advisor or dean. (What are her goals for the future)

(In reference to high school)--I felt that I wasn't working very hard and that I should be.

I was just really surprised to find that college wasn't very difficult.

SELECTIVE FORMULATION - SOCIAL

Interview Data

One day we were sitting around talking (in high school). . . . We were talking about problems and people who were supposed to be helping us and (we) were trying to decide who we'd go to. One of the kids who wasn't a particularly good friend said, 'Oh, I'd go to Char. She's the only person I'd trust.' (This experience made Charlene more aware of a natural counseling ability that she had)

Most people never thought, 'She needs help' in any way.

(What did other people do to help her?)--They allowed me to go my own way.

Twelfth Grade

The world will soon be in a worse chaos than it is already. By the time I graduate from college the world population will be close to 6 million with everything that implies. As a result, I feel that I, if not as an individual, as a part of a group, should be able to help ease the problem.

(Choice of social work and an occupation because:)--There is so much we can do to better the U.S. and the world and so little being done.

SELECTIVE FORMULATION - RESOURCES

Interview Data

Charlene did not perceive the counseling and guidance Laboratory as having any effect on her career choice.

I always wanted to go to _______ (a Madison high school). I wanted to be in a bigger system. . . . I thought I was being confined.

Twelfth Grade

(Plans for going to college)--. . . planned a trip to Lawrence University and Beloit College--registered for SAT and made arrangements for housing in Milwaukee if I go there.

ACTION - SELF

Interview Data

Ultimately I see (me) dealing with college age kids (as a dean of women or advisor in sociology or social work or counseling). In--say--ten years.

(What is there about you that has made you succeed?)--Just the feeling that I am doing something worthwhile.

I'm satisfied with what I'm doing because I've tapped something that I have a need to be doing.

I'm not the person that I want to become yet--I'm still on my way.

There are goals that I have not attained at all.

I have very high expectations of myself, and I sometimes get upset because I don't feel that I'm fulfilling them.

Ninth Grade

My major goal is to be remembered, and if there is this memory in the heart of but one, then my goals will all have been fulfilled.

Twelfth Grade

To this end I hope to motivate my life. If I can help even one person to become a useful, contributing member of society, I will have accomplished that goal.

ACTION - SOCIAL

Interview Data

I don't deal very well with the rigid kinds of things.

I get very frustrated at . . . edicts that come from the administration.

Charlene is not satisfied economically working as a counselor in a school system. She also does not like to deal with school system structure: ". . . not dealing with the kids but dealing with the system."

ACTION - RESOURCES

Interview Data

Five years from now I'll be back in school, the way I see it, with my life planned the way it is now.

Charlene would like to go on for a doctorate in counseling psychology.

SUMMARY AND CONCLUSIONS

Charlene is a twenty-five year old woman. She holds a bachelors degree in sociology and a masters degree in counseling and guidance from the University of ___________. She is now married and working as a counselor in a small Wisconsin school system.

She is the third of five siblings (two older sisters and two younger brothers). She was born in _______, Wisconsin and her family moved to Seattle, Washington shortly thereafter. Charlene's father was a college professor and her mother, who held a masters degree, was a housewife.

In her Laboratory essay, Charlene looks back upon her early childhood as a somewhat idylic type of existence, "Life in Seattle was wonderful, but I suppose life anywhere is wonderful when you're a child. . . . I grew up thinking that Washington was the world and Seattle was the capitol." (Grade 9)

In 1961 Charlene moved with her mother and the other children back to Wisconsin. This move followed the separation of her parents. This seems to have been a traumatic period in Charlene's life. Her family situation became such that her mother had to work hard in order to barely support her five children. Therefore, Charlene was forced to assume many responsibilities that other children her age didn't have. She began working part-time at the age of twelve, "Having to work set me apart from everybody (Interview data)." In her later years in high school she was working about 32 hours a week.

Along with having to work at an early age, Charlene found herself making most of her own life decisions. This is indicated in her eleventh grade essay: "I'm very independent already, I make most of my own decisions right now. I feel that I am very independent already. . . ." Looking back from the present, Charlene states "I was a candidate for living on my own at probably 13 and yet I wouldn't have wanted it. . . . I was capable but . . . . I could have used some kind of adult supervision. . . . I was sensible enough that I came through a lot of dumb things."

Because of her family situation, Charlene was left almost completely on her own to plan her education and her future. She states that her mother really didn't care what she did as long as she got good grades and went to college. She didn't even consider alternatives to this at the time.

There are many indications of Charlene's natural gravitation towards a helping profession as a career choice. Her essays indicate a great concern for society and other people. In the ninth grade, she states, "I hope to be prepared for this life and any life thereafter in such a way that I can benefit mankind." In her twelfth grade essay she writes, "To this end I hope to motivate my life. If I can help even one person to become a useful, contributing member of society, I will have accomplished that goal."

When asked what caused her to consider counseling as a career choice she told of an enlightening experience in high school: "One day we were sitting around talking. . . . We were talking about problems and people who were supposed to be helping us and were trying to decide who we'd go to. . . . One of the kids who wasn't a particularly good friend said, 'Oh, I'd go to Char. She's the only person I'd trust.'" This incident helped Charlene realize that she seemed to have a natural talent for counseling or helping many types of people.

Much material found in Charlene's Laboratory folder indicates her continuing dissatisfaction with her environment. She says in her eleventh grade essay, "The shock hit me when we moved to ______________ in 1961. I thought ______ was a hick town. You can imagine what I thought of ____________. . . . I love to meet people and ______________ doesn't offer too much of this. . . . .
Actually, I am very frustrated. I'm dissatisfied with school, friends, the church, almost anything."

Charlene says now in looking back, "_____________ was basically my whole world. . . . I felt very fenced in." This, of course, included Charlene's school experience. She says now in reference to this, "Probably mostly it gave me confidence. I can't remember a course. . . . Nothing stands out. . . . I always felt like I was being cheated." Charlene also says, "I didn't think that high school was challenging enough. . . . I think I could have challenged myself more. . . but why should I. . . . You know I didn't feel the need to, and I never felt close to any of the teachers. Some of them were kind of nice but I never thought that, 'Hey, maybe I should sit down and talk with this person about what I could be doing beyond (general class requirements)'."

In looking back, Charlene feels that she could have used some help with problems during her high school years, but nobody really seemed to offer this: "There was a time that I really did need some kind of support. . . . I really needed a good counselor in high school and got virtually none (counseling). . . . It was just a hassle to go to a counselor."

Charlene's reaction to the counseling and guidance laboratory was that she wasn't really aware that it functioned in a counseling capacity. She saw her participation in it as that of a representative of ____________ High School. She perceived the Laboratory as functioning almost wholly in a research capacity. She wasn't even aware that reports from the Laboratory were sent back to her school. She feels now, after looking at her Lab reports, that some of the general suggestions for helping her could be used beneficially for any talented student, but that on the whole, none of them were very insightful. She feels that the Laboratory had no impact on her life. She did state in her twelfth grade report that the college classes she visited may have been helpful, but that was about all. She says that her school counselor "told us that it (the

Lab trip) was a reflection on the school and that we should all do really well." She says that many of the students viewed the tests as threatening. Charlene's scores are as follows:

CUMULATIVE TEST RECORD
(1967-68)

TEST	FORM	GRADE	SCORE
Watson-Glaser Critical Thinking	AM	10	85
Wisconsin Inventory for Talented Students			
Verbal	I	9	28
	I	11	58
Quantitative	IIR	9	18
	IIR	11	28
Terman Concept Mastery	T	12	68
Wits Analogy Exercises	III	10	12
	III	12	15

Charlene questions the benefits of testing Laboratory students. She feels that the tests were relatively useless beyond their being general indicators of performance, and that they added little new knowledge. Charlene says now that she is glad that she did not perceive the counselors in the Laboratory as real counselors, since this may have caused her to react negatively to the whold field of counseling.

Charlene's reaction to college was somewhat similar to her reaction to high school in respect to academics. She thought that she would really be working hard but found to her surprise that she really didn't have to work hard to earn top grades. She states in her First Year After High School Education Report that "the University of ____________________ has a low academic level and is not too stimulating." She states that "Sometimes it's not even worth the effort to learn the material because the curve will be so low I'll get an 'A' anyway."

On the other hand, Charlene felt happier socially. She states, "No one sets group controls," and there is "no group pressure to do what is'in'."

Presently, Charlene is very happy as a counselor in a school system. She feels that she has made the right career choice and that she has done it pretty much on her own. She states "I'm satisfied with what I'm doing because I've tapped something that I have a need to be doing." This need is "the feeling that I am doing something worthwhile."

She does, however, react unfavorably to some of the problems that many counselors encounter in the public school setting. She mainly objects to having to deal often with school system structure, "not dealing with the kids but with the system." She states, "I don't deal well with rigid kinds of things. . . . I get very frustrated at . . . edicts that come from the administration."

Charlene says of her future: "I guess I'd always like to be active in working on something very challenging." She ultimately sees herself going on to school to obtain a doctorate in counseling psychology. She would eventually like to be at a junior college or college either in a counseling center situation or as an advisor or a dean.

It seems that Charlene has managed to develop satisfactorily _in spite of_ many adverse conditions. Perhaps those conditions which made her self-reliant at an early age tempered her with the strength to overcome what, for her, was a mediocre school system in a confining environment. The need to always "provide for herself" gave her the ability to set her own standards of excellence and to reach her own personal goals.

It seems that perhaps Charlene may have a need for some experiences that were denied her because of her need to "fend for herself." She expressed a wish that she would have liked a chance to take a year off between high school and college to "sift and winnow," and to be a kid. She presently expresses a desire to write--mainly scholarly research, but also illustrated children's stories or poetry. Laboratory reports show that Charlene wrote poetry often as a freshman in high school, but that this activity dropped off continuously as she grew older. She believes now that the reason may have been that she didn't have time because of having to work.

Hopefully, Charlene will include the satisfaction of some of these needs along with her other plans for the future. Judging from her past ability to make the correct choices for her future, she probably will.

CASE STUDY OF TIM

AWARENESS - SELF

Ninth Grade

I am different than others. These inclinations are not anti-social, but they do lead me to relish the hours that I am alone.

Although I do fraternize with a few people, I don't find it easy to make friends.

How would your friends describe you?--Self-centered and a little queer in some respects.

I am most interested in all the sciences. I am undecided about the exact job, but I would prefer to go into the field of physics. I know the verbal area is my strongest point, and I'm trying to think in terms of it, but I am fascinated by the idea of doing original, independent research in a scientific laboratory.

Tenth Grade

My mind is filled with questions, about myself and about the world around me. I don't know what I want to do when I grow up. Where would I be most satisfied? I wish I knew.

I would like to be able to decide if I want to do a certain thing, but I would like someone else to decide how, when, and why.

Twelfth Grade

Since 9th grade I have tended to coast on my reputation...I got into a pattern of thought that allowed me to rationalize my underachievement.

Interview

Tim views his personal and career development as highly idiosyncratic, "Where do I fit in?" "Do I really have a career?" Tim said that junior and senior high school actually represented a period of discontinuity in his development. Tim feels that a very strong personal identification with a rural family heritage was disrupted by his family's move to suburban ___________, and only recently resumed when Tim moved back to the family homestead in ________. Tim said vacations and summers on the farm helped him maintain his connection with a rural life style. Tim does not see himself as "fitting" into the role of a college student, and doubts if he will ever complete his undergraduate degree. Although Tim re-entered the UW-____________ on two occasions after completing his military service, he said, "I found it hard to be a student again, and after a few months dropped out." Tim sees his interests as widely varied, but not "because of interest in any field per se, but because of the creative process involved."

AWARENESS - SOCIAL

Ninth Grade

I am different than others. These inclinations are not anti-social, but they do lead me to relish the hours that I am alone. Comment that his parents encouraged him to lead a "more gregarious life than I would have left to my own inclinations."

Belonging to a church group as I do, has decided advantages over 'just hanging around' with a few pals. Although I do fraternize with a few pals, I don't find it easy to make friends.

Certainly the most important persons influencing me were (and still are) both of my parents. Their influence has been the most often exerted and its power is the greatest.

Tim has taken on a part-time job in a shoe store after school and all day Saturday. He seems to enjoy his work, and does not feel that it infringes on his time except for limiting his activities. He would like to have gone out for wrestling, but felt that the job was more important. (Lab report)

Interview

Tim indicated that while in high school his involvement with peers tended to be in fairly structured activities rather than informal interpersonal relationships. Tim feels that in the past he had been quite political, but that he is no longer very political. Tim's evolving life style is aimed at even greater economic self-sufficiency. Tim feels that a limited amount of available energy, and society's overuse of limited resources will eventually force people to reorganize society, and all its institutions, into smaller, more independent units.

AWARENESS - RESOURCES

With encouragement from Lab counselors, Tim submitted samples of his writing of fiction and poetry to a university professor for critique. Tim also met with an instructor in the UW Mathematics Department to discuss his theory on a way to solve a classical math problem.

Twelfth Grade

"There is some evidence to suggest that he might have progressed further if he had been a little more willing, at times, to listen to the advice of his teachers and others who were expert in the areas of his interest. The effort he put into Fermat's Last Theorum, for instance, might have been more profitably used in gaining fundamental skills in mathematics." (Lab report)

Interview

When asked if Tim had made any effort to gain special assistance from high school instructors, he pointed out that this was not altogether a comfortable option for him since his father was a teacher in the same school.

When asked if he had made any effort to personalize his academic experience at UW-____________, Tim replied, "I found the university to be too amorphous and not responsive to change." Tim indicated that after one semester of getting "practically all A's with practically no studying," he found that he was attracted more and more to more personal challenges found in the "real world." For example, Tim developed his own printing business while in college and he found that such activities absorbed more and more of his time and interest. Tim continues to utilize outside resources to foster his own development and enhance his interests. Tim is a member of an "Alternative Math Group," which meets frequently to share interests and to work on math problems. Tim has also involved himself as a volunteer professor in a grad. seminar; an experience which the three instructors involved felt would sharpen their thinking about a possible collection of essays they are considering publishing.

ORIENTATION - SELF

Ninth Grade

I wish I had a primary purpose or goal.

Tenth Grade

I have seriously considered becoming a hermit.
(The terms 'original,' 'independent' and 'challenging' consistently reoccur in Tim's lab folder when he discusses elements important to vocational decision-making.)

I would like to be able to decide if I would do a certain thing, but I would like someone else to decide how, when, and why.

My mind is filled with questions, about myself, and about the world around me. I don't know what I want to be when I grow up.

I imagine that I would be satisfied in a number of careers, but I wouldn't want to think that I did not choose the one in which I would be most satisfied--that's my problem.

I see some example of a person in a profession, and for the next 2-3 weeks, my thinking leans in that direction.

Eleventh Grade

"At this point Tim is perplexed by the fact that he has not yet arrived at a vocational choice. He reported that on one occasion he compiled a long list of possible vocations that he had been seriously considering and could not dismiss any of them from his thinking." (Counselor comment)

Twelfth Grade

As to my vocational choice, I am still uncertain.

Throughout high school Tim undertook a number of independent study projects in math and science. These seemed consistent with Tim's reports all four years that his major fields of interests were in math and science.

Interview

Tim sees his present life style as consistent with the direction that society in general will eventually move, although his life style is at the moment in conflict with general societal expectations--e.g., "My parents still wish I would complete college."

ORIENTATION - SOCIAL

Ninth Grade

People tend to be almost the greatest factors of influence, but situations can be of great importance. I feel that the factors mentioned will have little effect on my ability as a physicist, which I hope to become. However, I hope to become an honest, responsible citizen and these factors will aid me in attaining this goal.

ORIENTATION - RESOURCES

Throughout his four years with the Lab Tim described his high school as not sufficiently challenging, too repetitive, with too little opportunity for indepth individual study.

Ninth Grade

Most teachers expect too little of me.

Tenth Grade

"There is reason to believe that the school is not providing Tim with the special treatment that his potential seems to warrant. The school is attempting to do a good job, but is dealing with a unique individual in an orthodox fashion." (Counselor comment)

In his interview with the Lab counselor Tim suggested that "limiting certain classes to more able students" would be one way of correcting the lack of challenge he perceived in his high school.

Interview

When asked whether Tim had developed close and helpful relationships with any high school faculty members, he indicated that this was not easy to do since his father was on the faculty in the same school. "It would have been better if there had been a second high school that I could have gone to."

During Tim's years with the Lab program he did utilize a number of campus resources related to projects of his own interests.

EXPLORATION - SELF

Ninth Grade

I wish I had a primary purpose or goal.

Tenth Grade

I see some example of a person in a profession, and for the next 2-3 weeks, my thinking leans in that direction.

I have seriously considered becoming a hermit. Now, that sounds funny to me. I believe that in my 'old age' the idealism of youth is becoming tempered with the practical, everyday reality of my life. No, hermitting is out when I grow up, but that is the only field I have eliminated in a year of thinking about the subject of my vocation.

Eleventh Grade

"At this point Tim is perplexed by the fact that he has not yet arrived at a vocational choice. He reported that on one occasion he compiled a long list of possible vocations that he had been seriously considering and could not dismiss any of them from this thinking." (Counselor comment)

Interview

Tim indicated that it had always been assumed that he would go to college, but that he had never challenged that assumption or considered alternatives.

EXPLORATION - SOCIAL

Tim held a part-time job throughout high school and felt keeping it was more important than adding additional extracurricular activities at school; e.g., wrestling. High school extracurricular activities included treasurer of church youth fellowship group, student council representative, member of ________________ Library Youth Council, football, and the rocket club.

Interview

Tim indicated that activities associated with holidays and summers on the family farm had a stronger influence on his eventual life style than high school or college.

Interest in Fermat's Last Theorum have remained constant--"I have filled volumes with notes and writings." Attraction to the process of creation, for instance, in art and writing, have continued across time.

SELECTIVE FORMULATION - SELF

Ninth Grade

I wish I had a primary purpose or goal.

Tenth Grade

"Tim's multipotentiality has created some problems for him. In the process of exploring opportunities he has not been able to eliminate any that he has considered." (Counselor comment)

I imagine that I would be satisfied in a number of careers, but I wouldn't want to think that I did not choose the one in which I would be most satisfied--that's my problem.

Eleventh Grade

Counselor reported that "parents were anxious that Tim begin to narrow his vocational choice." "Parents are anxious that Tim take a line on some general field."

"At this point, Tim is perplexed by the fact that he has not yet arrived at a vocational choice. He reported that on one occasion he compiled a long list of all the possible vocations that he has been seriously considering, and could not dismiss any of them from his thinking." (Counselor comment)

On his interview form, Tim listed many careers that he was considering. When asked, "why?" he was considering these particular careers, he replied, "I am just not sure about my future vocation."

Twelfth Grade

As to my future vocational choice, I am still uncertain. Certainly it must be an honest job, and it must be challenging, and it must fulfill a definite need.

When asked what other occupations he was considering, Tim replied, "almost any." He also said that his parents agreed with his educational-vocational plans, "but there are really no vocational plans to agree with."

SELECTIVE FORMULATION - SOCIAL

Twelfth Grade

As to my future vocational choice, I am still uncertain. Certainly it must be an honest job, and it must be challenging, and it must fulfill a definite need.

High school leisure activities were highly solitary for the most part; reading, independent research, hiking, writing.

SELECTIVE FORMULATION - RESOURCES

Twelfth Grade

"There is some evidence to suggest that he might have progressed further if he had been a little more willing to, at times, listen to the advice of his teachers and others who were expert in areas of his interest." (Counselor comment)

Interview

When asked whether he sought out the advice of teachers in his high school, Tim pointed out that he felt this was a difficult matter since his father was a teacher in the same school.

ACTION - SELF

Tenth Grade

I have seriously considered becoming a hermit. Now, that sounds funny to me. I believe that in my 'old age', the idealism of youth is becoming tempered with the practical, everyday reality of my life. No, hermitting is out when I grow up, but that is about the only field I have eliminated in a year of thinking about the subject of my vocation.

Twelfth Grade

Since 9th grade I have tended to coast on my reputation. . . I got into a pattern of thought that allowed me to rationalize my underachievement. Don't emphasize to incoming students of the Lab that they were selected because they were superior; stress the fact that they were selected because they showed promise. . . that what they make of that promise is strictly up to them.

Interview

Tim indicated that he had never questioned the fact that he would go to college, and that he had not looked at alternatives to college. Tim indicated that there was no "real challenges" in his college courses, and in its absence he was attracted to outside interests. Tim indicated that after a year or two of just drifting in college, he just decided, without telling anyone, to drop out of school.

ACTION - SOCIAL

Twelfth Grade

As to my vocational choice, I am still uncertain. Certainly it must be an honest job, and it must be challenging, and it must fulfill a definite need.

Interview

Tim indicated that when he was first enrolled in the university he had considered a double major; law and accounting in order to "make a lot of money so I could lead the kind of life I wanted." Tim finds that his present employment at _______________ allows him the financial means to lead a rather materialistically simple life on his farm. Tim is attempting to make his farm even more self-sufficient so that he will not need to work off the farm at all.

SUMMARY AND CONCLUSIONS

In many ways Tim's educational-vocational development is like that of students with special and varied academic abilities. Tim's multipotentiality was at times difficult for him to reconcile with the orthodox educational approach of high school and college. Demonstrated abilities in a number of areas had the effect of at times of making the task of educational planning and vocational choices very complex. Information supplied by Tim during his years with the research Lab confirm this observation; the dilemma of the gifted student is often, "how can I limit myself to a particular vocational development pattern when the universe of my options is so large?"

Tim's motivation in learning, and in life experiences in general, has been intrinsic from early high school to the present time. Projects and studies that challenged Tim the most were those in which he could work independently, reveling in the creative experience, rather than studies in which the rewards were largely extrinsic. Grades, a college degree, etc., were all secondary, at best, to finding or creating learning and life experiences that were personally satisfying for Tim. While this drive towards independence and self-defined satisfaction has not always been a conscious drive, and in fact were often troublesome to Tim given the orthodox expectations of his schools and family, a developmental study of Tim does suggest that this is the direction his life has increasingly moved in.

Tim's present vocations and life-style seem highly consistent with the Lab's earlier observations about Tim. Tim is seeking a life of self-sufficiency economically; a life which he fills with activities he personally defines as satisfying, even though he is fully aware that his life-style remains beyond the expected norms for his generation.

It is tempting to look for predictive factors in Tim's educational-vocational development as glimpsed through his years in the Lab program, but such assumptions would be highly speculative. If Tim's development, and abilities, had not been treated so orthodoxly in high school, if Tim could have been given the free reign to identify, pursue, and develop his own interests and talents, what pattern would his vocational development have assumed? If Tim had been in a college environment which more highly valued effort for its intrinsic value rather than "just good grades," would Tim have identified a career goal and completed a college degree? Such questions are interesting and may suggest better ways to meet the unique educational-vocational needs of our gifted students.

Tim's educational and vocational development may be seen as a reasonable outcome given the nature of our present approach to education and vocational development, or it may be an example of how ability, possessed by a man who insists on defining his own estimates of what constitutes value, manages to survive and excel inspite of our educational efforts.

CASE STUDY OF CAROLYN

AWARENESS - SELF

Ninth Grade

Carolyn lacks self-confidence; has trouble accepting criticism. (Teacher comment)

Tenth Grade

Carolyn is interested in math most of all school subjects, yet also enjoys science.

Doesn't feel that she's had enough experiences to "show us the overall view of our workd and its society.

Eleventh Grade

Finds chemistry fascinating and interesting--likes math.

Interview (1975)

She had to write an occupation paper in ninth grade and was thinking about medical technology.

Didn't consider med. tech. during the last three years of high school, because I was scared away from it and saw it as too hard a field.

Believes she was identified as a superior student through her standardized test scores and school grades. Carolyn did not feel that she had any innate ability, but rather that she worked very hard, and that is what made her successful in school. She also believes that teachers look for superior students in accelerated classes which she happened to participate in.

AWARENESS - SOCIAL

Ninth Grade

Carolyn indicated that her parents set high standards for her. Parents set goals for themselves, and helped her to set goals for herself.

Her parents won't force plans for her future--would let her do whatever she wants.

She sees parents, church and friends as influencing her.

"We tend to become somewhat like the people we are with, we become associated with people we are with and the things they do or we do will reflect upon the entire group."

Tenth Grade

"Personality, ideas and beliefs are shaped by parents, religion, friends and educational opportunities."

AWARENESS - RESOURCES

Twelfth Grade

The Lab counselor suggested visits with others to enable Carolyn to explore careers in greater depth. Let her try out work experiences so she can regard careers more realistically and less idealistically.

ORIENTATION - SELF

Ninth Grade

Carolyn indicated that she wanted to take courses that interested her in high school and college; so she could help select a definite career.

Tenth Grade

She wanted to do something she really enjoyed, to be happy and do well in her life (whether as a wife and mother or in a career).

She thought her career would be in math, English or French.

Eleventh Grade

She considered occupations in science and math (e.g., computer programmer, medical technologist, linguist, interior decorator).

ORIENTATION - SOCIAL

Tenth Grade

Carolyn indicated that in regular classes, she had more opportunity to do extra work and be a leader.

She saw four years of high school as important backgroun both academically and socially for later life.

Wanted to be married 10 years from now.

Eleventh Grade

Wanted a happy and successful life; worried that it's not better planned.

"If you try too hard to be different, you are not recognized by adults as being mature, so adults are not likely to give you responsibility for your actions."

"If teens do their best in school, act mature and responsible, and accept work and the rules of society willingly, adults are more likely to notice them and recognize their true maturity. These teens will be able to handle the responsibility of making decisions for themselves and others."

She thought that all of her classmates knew what they wanted to do with their future.

Her parents would not tell her what to do with her life.

Carolyn seems to fear the fact that she will have to decide on a career and she seems to be regarding that decision as quite irreversible." (Lab report)

Twelfth Grade

"People expect superior students to be in the top five and it isn't always true."

She did well in school; pleased her parents and teachers.

ORIENTATION - RESOURCES

Ninth Grade

Carolyn indicated that teachers give little encouragement for original research work or anything beyond the normal class commitment. So special help--yet, she is commended for excellent work.

Tenth Grade

She still needs more information regarding a possible career.

Eleventh Grade

She read college catalogs, talked to high school counselors about colleges.

Twelfth Grade

Parents, counselors and friends have made suggestions regarding which college to go to.

Interview

Laboratory chances to observe classes and speak with professors enriched her.

She believes that one makes career decisions on what you are exposed to in high school. She believes a lack of exposure can stifle you, and although she sees herself as probably experiencing it, she doesn't feel cheated, or that she really missed out on some experience.

EXPLORATION - SELF

Ninth Grade

Laboratory counselor noted a need for individual attention in the exploration of vocations, college choice, selection of high school courses.

Tenth Grade

Carolyn's personal learning experiences included things involved in as homecoming officer, student council, pep committee elections, church officer, church youth choir, school musical accompanist, intramurals, YWCA, piano lessons, swimming, operetta, skiing, golf, social dancing, family outings.

Twelfth Grade

She indicates thinking of pursuing accounting, home economics (textiles, retailing), or library science in college.

First Year After High School

"It's my own inability to evaluate and reason with myself that is preventing my progress."

Interview

Carolyn views her freshman year at college as the height of confusion for her regarding her future. She kept searching for a sign regarding what she should do.

EXPLORATION - SOCIAL

Tenth Grade

Carolyn indicated that "college and the future scare me cuz they are so uncertain."

She wanted to open up more contact with many outside activities and become more well-rounded--a "wider variety of interests would probably improve me."

Twelfth Grade

She was active in many outside activities (student council, chorus, FHA, yearbook, newspaper, photo club, National Honor Society, church). "Enjoyed everything--I think it's important to have outside activities as well as academic interests." She didn't think these activities would influence her choice of an occupation.

EXPLORATION - RESOURCES

Ninth Grade

From Carolyn's perspective teachers do not encourage explorations of careers--or talk to people in a vocation you are considering.

Parents will "give help in deciding if I need it." (Regarding an education)

Eleventh Grade

Visited colleges on family vacations over the summer.

Showed an interest in a college large enough so she could explore different fields.

She wanted to try to be separated from her boyfriend.

Twelfth Grade

"Both parents are leaving most (career) decisions to me, but will help if I ask."

Third Year After High School

Decided to transfer to a college nearer to home, where she could be with her boyfriend. Also decided to give med. tech. a try.

SELECTIVE FORMULATION - SELF

Twelfth Grade

Carolyn indicated that she saw the future as very unpredictable, making it difficult to pursue a particular life style.

She disliked social studies greatly--felt "very sure that I would never choose a career in this field."

"All of these courses (science) seemed to be the most challenging, but they were also the ones I enjoyed most, got good grades in, and in which I learned the most."

"I have enjoyed the science courses I have taken, but I don't think I would especially like to make it a career."

"More self-confidence would have made me more willing to try new and different activities at school."

"I always thought math would be my major in college, but in the last year I have had more trouble and lower grades and it has made me realize that this probably is not my first choice (this is due partly to the teachers."

"I enjoy math--it's one of my main interests."

Interview

"I didn't know what people did with a science degree except to be a science teacher, which I didn't want to do."

"During my sophomore year in college I took chemistry and business courses; since I wasn't sure if I would go into a science or continue in retailing."

SELECTIVE FORMULATION - SOCIAL

Twelfth Grade

Carolyn indicated a desire to be the best person I can be (and thus better the world of the future). She saw 1) getting a good education which gives you a well-rounded background and a sound base for making decisions, 2) doing hard work that results in "visible" accomplishments and 3) expressing opinions during active participation in activities. (Essay)

ACTION - SELF

Interview

"I decided that maybe I should do what's been in the back of my mind--a health career; and so I got a summer job in a hospital lab."

"I'm happy teaching future med. tech's; I feel satisfied and not inadequate."

ACTION - RESOURCES

Interview

Carolyn feels challenged currently on her job; feels that she would like to put her skills to use in a medical lab in the near future--so she's keeping her eyes open.

Carolyn was born in 1948 in Minnesota and yet was never raised there. Her young childhood was characterized by many moves to small towns throughout the Midwest and even a short stay in Germany. By the time Carolyn was ready to start school, her parents finally settled in a town of approximately 50,000 people in eastern Wisconsin, where her father was a physician and her mother a housewife. She was the oldest of three children and her socio-economic situation was that of middle-class.

Carolyn graduated from high school in that same community and immediately went on to school at a university in another state. After her first two years of college, she transferred to the UW-____________, from which she graduated. She is currently a clinical instructor in Medical Technology and is extremely happy and satisfied with the career she has chosen for herself. She is happily married, enjoys her current life style, and looks forward to changes in that life style as the years go on.

Throughout her life, Carolyn has been an excellent student--her grades in high school, college and on standardized tests confirm this. Because of her grades in elementary school, Carolyn had been placed in accelerated classes which kept her challenged in high school. It is in these accelerated classes that Carolyn believes her teachers looked for superior students.

Once Carolyn was identified as superior by her teachers as a freshman in high school, she began participating in the Lab program. Although Carolyn had been a hard worker before, in high school this trait was intensified. She saw it as her responsibility to work hard and to do well so as to not let down the significant others in her life (parents, teachers, church, friends) who had such faith in her ability to succeed. By reading over various comments that were made (Orientation-Social), it appears that Carolyn is a conformist, and that she feels strongly about "not rocking the boat."

Throughout her high school years, Carolyn was very active in extracurricular activities--in her school, her church and her community. These were activities that allowed her to become more responsible and that exemplified her belief in work.

When it came to choosing a career, Carolyn was very uncomfortable because she felt so unsure of herself. Looking around at her other classmates, she discovered that they had some idea about what they were going to do with their future, and she no idea about a career to pursue for herself. She began thinking that people were supposed to have some idea of what they wanted to do with their lives, and because she did not, she felt very inadequate and apprehensive. She also seemed to believe that a career choice was irreversible.

Although Carolyn was a good student, she lacked self-confidence. In ninth grade, her teacher mentioned it and Carolyn herself sees it as having been true of herself during her high school years and beyond and believes that this restricted her activities. Even though her favorite subjects in high school were math and science she did not initially pursue them in college, but instead took up business and home economics, because it was in these areas that she felt she could succeed. Even though the Lab and her school counselors had suggested that she "try-out" work experiences so that she would be able to regard careers more realistically she did not do this until her summer vacations during college. It was only then that she crystallized the feeling that her interest lay in medicine.

While a sophomore in college, Carolyn was sure that she wanted to pursue a health field, but her lack of self-confidence was still plaguing her. All through her life she had been reinforced by those around her that she was a good student. People would tell her how proud they were of her schoolwork and extracurricular activities. If she went into medical technology, and did not succeed at it, it would be a huge failure for her. Yet Carolyn kept thinking about her summer job and how much she had enjoyed working in a medical lab. Midway through her sophomore year, she decided to take the chance of not doing well in med. tech. She reasoned that she had 1½ years of successful college work behind her and that in that respect she had proven herself as a successful college student. It seems at this time Carolyn was shaking free of some of the constraints that had been disturbing her development. She no longer saw a career choice as being irreversible (she was willing to switch from home ec. and business to med. tech.); she no longer lacked self-confidence (she was willing to pursue a field she felt she might not succeed in); she no longer believed she had to continue to be an "A" student (she had proved herself in the past, and was willing to risk not getting "A's" in med. tech.). At this point in time, Carolyn put her faith in her ability to work hard and to make her own decisions, and even though she might not be as successful in med. tech. as she perhaps could be in home economics or business--she was willing to take a chance.

Contrary to what she had expected, Carolyn kept her high GPA when she transferred into medical technology. She did so well in fact that the university asked her to stay on as an instructor.

CASE STUDY OF EILEEN

AWARENESS - SELF

Ninth Grade

Friends would say I am easy to talk to, and fairly good looking.

Tenth Grade

Liking school is one of the most important things in making me a good student.

I'm normal in most ways I think.

I've never had much trouble with homework.

I love to be active and be a part of things.

Eleventh Grade

I've been allowed to make more decisions as I've earned the right to do so. Having learned to be responsible for myself (and my brother & sister), and having the natural capabilities, makes me deserving of this right.

Interview (Ten Years after High School Graduation)

I was happy about being chosen for the Lab for Superior Students, but didn't quite believe it. It was confusing to me as the label 'superior' had conotations of strange very serious academic people. I wasn't like that and really wanted to be a 'normal' student. I was more interested in my social life. The tests were difficult and I just didn't think of myself as smart enough to be there.

AWARENESS - SOCIAL

Ninth Grade

My religious faith will build every year...I hope I can always have my faith as a helping hand.

My first grade teacher taught me a basic love of school that has helped and will help me in years to come.

My mother has been and probably will be my greatest help.

Latin teacher, Home Ec teacher and English teacher have encouraged and helped with problems.

Tenth Grade

Somehow I feel there's more to life than just getting along with other people and living from day to day.

I have a lot of ambitions, and part of them will never be realized, but I'm just the type of person who will keep working for them.

Eleventh Grade

Not all people should be allowed to make as many decisions as I do at 16. Some people are not grown up enough.

Interview

The Lab didn't really affect my high school performance. It may have helped my self-concept. It was there that law as a career was first mentioned as a possibility.

I tended to downgrade my abilities, trying to be 'normal.' My civics class and teacher had a very encouraging influence on me (in spite of the incident when the counselor called me in to criticize my enthusiastic participation in debates about the presidential election. That was quite a blow to my ego.)

High school counselors really didn't relate to me at all.

My parents simply encouraged me to go to college. My mother would have liked me to go into a secretarial-related field. I was interested for awhile and needed to have someone discourage me from secretarial ambitions.

High school teachers gave me lots of encouragement for being smart. They never discouraged me from going to college. No one ever said 'girls aren't lawyers.'

I thought I wanted to have five kids--that was a source of conflict.

AWARENESS - RESOURCES

Ninth Grade

(On observing a college psychology class)
The instructor did most of the talking. He presented the material and, if they wanted it, they took it.

Tenth Grade

I got the beginning of my education from (my mother), so by first grade I understood everything.

(After class observation)
The professor did all the talking. No discipline at all, but everyone seemed to be listening and taking notes. Everyone seemed very interested.

Eleventh Grade

The only way I would change school would be to have more hours in the school day.

The (UW) campus seems to be a place where people live their lives with little or no interference.

ORIENTATION - SELF

Ninth Grade

I like Latin best because it's most interesting and it's new and different. English is most challenging because the teacher expects the most out of us.

Have no idea what career I will pursue; maybe nursing or social work, something interesting and rewarding.

Ten years from now I would like to be married and starting a career.

My three wishes are to have a happy promising future life; world peace, good health.

Tenth Grade

Civics class is very enjoyable. I like Geometry. Biology is hard, but I wouldn't want to drop it.

Eleventh Grade

I have absolutely no idea what occupation I am interested in. I have considered many and have come to no conclusion.

I would like time to read more history.

ORIENTATION - RESOURCES

Ninth Grade

I like being in classes for better than average students because I work better and faster that way.

Tenth Grade

Playing musical instrument in band, attending religious organization meetings, and part-time job doing clerical work in a store are major activities outside school.

I like being in classes for better-than-average students because I learn more in these classes.

I spend less time on homework than my friends and enjoy school more. If there are any disadvantages (to being a better than average student) I think we may have more pressures placed on us.

Eleventh Grade

Playing a musical instrument, attending student committee meetings, working on school newspaper and part-time grocery clerk job are most important activities.

EXPLORATION - SELF

Tenth Grade

I've always loved people...felt sorry for them, wanted to help. That's why I want to be a nurse. I've thought of being a social worker; I don't know why but nursing has always seemed better for me. The more I know about it, the more I want to become one.

I've also thought of joining the Peace Corps after I graduate from college.

Secretarial and bookkeeping work are other possibilities.

Eleventh Grade

Teaching would be a good job when you're married, but I don't like teaching.

Lab counselor comments: Eileen seemed quite concerned about future marriage plans and how they might be affected by any full-time or long-range career plans.

Interview

I had a tendency to put myself down. I didn't reach as high as I could have. Work is still easier for me than others around me. I get respect for my abilities--I'm given more freedom and others ask for my opinion. I don't push myself and do very well--I missed law review by one point, which meant I'm doing pretty well.

EXPLORATION - SOCIAL

Ninth Grade

I wouldn't finish high school in three years because it doesn't seem right to do that. It would mean you wouldn't have much of a social life--and that is an important factor.

Tenth Grade

I like science and math and I know I'll be needing them (as a nurse).

Ten years from now I would like to be single and working as a nurse.

EXPLORATION - RESOURCES

Tenth Grade

I think I would rather have large lecture classes than small (seminar) ones.

Twelfth Grade

I think our high school has a basically sound and progressive atmosphere. Superior students are not tied down to acting like average students. The Lab has not been of special value to me personally. I think the professor visit is the best part of the guidance program.

High school is what the student makes of it. To me it was busy and valuable and interesting. It would have been more valuable if we had 7-hour day. It would have been nice to have another foreign language. Classes would be more interesting if students were allowed to express their views and discuss subjects more often.

Interview (First Year after High School)

My high school background was excellent. I was better prepared than most.

The counseling I had was adequate. Most of it was and should have been academic.

Interview

The choice to go into elementary education was probably a result of the desire to be a 'regular person' vs. anything else. That lasted one semester. (The notion of being a nurse had been dispelled earlier when I went to a hospital for the first time and hated it.) I was disgusted with the education courses. I took a political science course the second semester and loved it. I decided I'd rather enjoy college and really learn something rather than have the job security that elementary education would have assured.

SELECTIVE FORMULATION - SELF

Twelfth Grade

English has been fairly challenging; math has never been easy for me--I find it challenging and fun to work with Social Studies have been my most interesting classes. These and the field of business which is very exciting and interesting to me, I would consider basing a career on. Science is dull to me and I would not work in a science type career.

I plan to go into accounting because I like business and math. I am also considering law.

(The accounting professor I visited) was very enthusiastic about the field of accounting and its possibilities for women.

Interview (One Year after High School Graduation)

I limit my activities more now. I am involved in more informal ones but fewer organized ones.

In five years I would like to be working in my field and being a housewife, but I think I will probably only be working. In ten years I expect and want to be a housewife obviously, unpredictable events might prevent me from reaching my goals.

Interview (Two Years after High School Graduation)

I am uncertain about my occupation at this point, possibly newspaper writing.

Interview

I have confidence in myself now; maybe too much

I'm not terribly articulate. (Case reporters comment--Eileen seems very articulate to me--I took this comment as a continuing conflict with accepting herself as very bright.)

School is not the only thing that is important to me now, but I still seem to do very well and need to work less at it than other people. I don't stand out as much because everyone here is smart, but intelligent women do still stand out to some degree.

I've pretty much decided not to have kids.

SELECTIVE FORMULATION - SOCIAL

Eleventh Grade

My plans are indefinite. I will go to college, and my parents will support whatever else I decide.

Twelfth Grade

I've agreed that it would be better to have a small college atmosphere for the first two years.

The world will change but the basics will remain the same--death, birth, laughing, crying. I will go to college and graduate, go on, possibly in either business or law, maybe get married and maybe not. I don't expect to solve major problems, I hope to be happy, maybe sometime make someone else happier; I hope I'll be good at whatever I do--either raising a family or helping others. I have no real doubts concerning my future and am looking forward to the challenge.

Interview (One Year after High School Graduation)

I have decided on being a kindergarten teacher, although other thoughts still come to mind occasionally. I believe this will be satisfying and it combines well with marriage.

I'm in the top 20% of the freshmen class. The academic work wasn't as hard as I had expected and the competition was probably a little less than I had expected. College competition doesn't seem much harder than high school, but high school competition was reasonably enjoyable.

Interview (Two Years after High School Graduation)

I will continue at UW-____________ with a major in political science and minors in English & Journalism. I hope to work in Washington, D.C. in the summer of 1970 and then finish school.

Interview

I started law school tentatively and have decided to stay. I really like it.

SELECTIVE FORMULATION - RESOURCES

Twelfth Grade

I plan to go to ______________ State University next year.

The assistant guidance counselor, my parents, and students at _____________ helped with my decision.

Interview

College professors and my husband were probably the major influences of my life. My husband encouraged me not to go into traditional roles. He built up my confidence (they met a few months after Eileen started college.)

ACTION - SELF

Interview (One Year after High School)

I chose this college because of its good reputation and because it was away from home. I visited this campus before deciding to come here. I am enjoying it and my expectations were fulfilled. I enjoy college very much, it isn't as hard as I thought it would be, and I have encountered very little trouble thus far.

Interview (Two Years after High School)

My experience at ______________ has been extremely satisfying. At first I was surprised at how easy it was. Since then I've decided its enough of a challenge. The fact that I don't have to worry about my grade point has freed me up for extracurricular activities. I often wish I had more time to study more thoroughly, yet I feel a need for my extracurricular activities (e.g., University Social Commission, Young Democrats, Dormitory R.A., Homecoming Chairman).

I love college!

Interview

I liked _______________; had good professors. I worked in Minnesota as a city government reporter for 2 years. Then I spent one year working for the National Association of Counties in Washington, D.C. I'm glad I worked for three years before coming back to school.

ACTION - SOCIAL

Interview (Two Years after High School)

College has been one of the most rewarding experiences of my life. The farther I progress, the more I want to continue my education, possibly through graduate school.

Interview

My career is the central part of my life. I love law school and am really satisfied and excited about being a lawyer. There is nothing I would do differently if I could.

ACTION - RESOURCES

Interview

Five years from now I will probably be working in some kind of law; hopefully living in Wisconsin or Minnesota.

Ten years from now I would like to be working in my own law firm or a public interest firm full time.

Test Scores

Test	Form	Grade	Raw Score	Lab Average
Watson-Glaser Critical Thinking	AM	10	87	73
				44
WITS-Verbal	I	9	40	52
	I	11	53	63
				18
WITS-Quantitative	IIR	9	31	26
	II	11	39	30
				35
Terman Concept Mastery (Analogies & Opposites)	T	12	60	72 (for 12th Grade)

WITS-Verbal score is in the average range for Lab students; WITS-Quantitative s slightly above average. The Watson-Glaser test suggests strong ability in critical and analytic tasks (The 73 average is for 11th grade students). The percentile ranking for the Terman has gone down and a score of 60 is probably close to and a bit under the Lab average.

SUMMARY AND CONCLUSIONS

Eileen __________ was described by her ninth grade lab counselor as optimistic and enthusiastic. These are qualities which are still evident in her manner, thirteen years and several career-goal changes later.

Eileen pursued everthing with gusto and energy. If one thing wasn't stimulating enough, she found other activities that would hold her interest. In ninth grade, religion and related activities received a sizable chunk of energy. She frequently stated that 'she loves school', and attributed this primarily to the fact that she was very good at it. She found Latin interesting because it was 'new and different' and English 'challenging'. She admitted freely that she didn't have to work as hard as other students, enjoyed being a better than average student and was well aware of all of the advantages this provided.

Mostly, she acknowledged enjoying the fact that not having to study very hard freed her up for many other activities. Besides religious organizations, Eileen was active in school organizations and musical endeavors. She also found plenty of time for a social life to which she assigned a high priority. It was for this reason that she wouldn't even consider an early graduation. In her own words " I wouldn't finish high school in three years because it doesn't seem right to do that. It would mean you wouldn't have much of a social life - and that is an important factor."

In spite of her enthusiastic acceptance of being a 'better-than-average' student, Eileen tended to minimize her abilities to some degree. She mentioned several times that she would like to be thought of as 'normal'. This conflict is reflected by a concern expressed by Eileen during her eleventh-grade interview. In considering occupational choices she is pulled between wanting to pursue a career (somewhat out of the ordinary for a girl in 1966) and devoting most of her energy to marriage and raising a family. Both of these options seem to be vying for top priority and it appears quite inconceivable to Eileen that it is really possible to do both. (She asks for some assurance on this from the Lab Counselor but he appears unable to help with this problem ...."... coordinating her career and domestic plans would require outside help either from her parents or the school counselor.") Eileen's actual choices along the way will reveal some further battles with this issue.

Still, Eileen is confident. "I hope I'll be good at whatever I do - either raising a family or helping others. I have no real doubts concerning my future and am looking forward to the challenge."

Characteristically, she doesn't hesitate to give herself credit for her own achievenents. Two comments are particularly telling in this respect: "High school is what the student makes of it. To me it was busy and valuable and interesting." and "I've been allowed to make decisions as I've earned the right to do so . . . having learned to be responsible for myself and having the natural capabilities makes me deserving of this right."

It is hardly surprising to find that one complaint frequently repeated by Eileen is lack of time. "The only way I would change school would be to have more hours in the day." This is echoed later, during the first years of college. It is also a point of concern for the Lab counselor who felt that Eileen could have benefitted by more time spent in academic pursuits such as reading, writing and reflection instead of social activities. His concern, as we shall see, was not particularly warrented.

The fact that Eileen is more of a "doer" than a quiet, thoughtful, "studious" type is never in doubt. "I love to be active and be a part of things" is a foreshadowing of a comment she made ten years later about her participation in the Lab program: "It was confusing to me to be labeled 'superior student'--that was someone strange and very serious academically. I wasn't like that and really wanted to be a 'normal' student. I was more interested in my social life." This attitude clearly affected the way Eileen learned as well. Her behavior in a tenth-grade civics class became a controversial issue when she was chastised by the school counselor for taking up too much class time in debate with the teacher. It was election year (Johnson-Goldwater) and Eileen was very involved in the politics of the day. Being called in by the counselor was, as she later recalled "a blow to my ego." In her senior year, her only criticisms, looking back on her high school experience were "It would have been more valuable if we had a seven-hour day . . . classes would be more interesting if students were allowed to express their views and discuss subjects more often." To say that Eileen is a 'go-getter' would be a mild statement.

A need for and valuing of real independence is another of Eileen's characteristics that stands out in the data. Her observations while visiting the _______ campus generally refer to the greater freedom to be found at college (e.g. "The instructor presented material and students took it if they wanted it." and "The campus seems to be a place where people live with little or no interference.") Both her realism and her valuing of independence is reflected in the comment "Not all people should be allowed to make as many decisions as I do at sixteen. Some people are not grown up enough."

Realism and determination come out several times in Eileen's comments about herself. "I have a lot of ambitions, and part of them will never be realized, but I am just the type of person who will keep working for them."

One thing that seems to be consistently behind her motivation is a humanistic concern for helping others. This, along with all the above mentioned predispositions, is clearly at the root of many of Eileen's early and later thoughts about her career goals. Freshman year self-reports reveal, that despite general uncertainty about career plans, nursing and social work come first to mind. In tenth grade, nursing had come to the fore, and the following comment illuminates Eileen's humanistic disposition: "I've always loved people . . . felt sorry for them, wanted to help. That's why I want to be a nurse." The Lab counselor had noted that her values and interests were appropriate for the 'helping' professions. [It is this year (sophomore) that Eileen takes the Watson-Glaser Critical Thinking Test and an unusually high level ability in this kind of thinking is revealed, indicating the suitability of such career choices as law, and other social science related fields. Her counseling at the Lab heretofore reflects this test interpretation]. The area of math had consistently been valued and thought challenging by Eileen. Science, on the other hand, except for this one year when nursing was the career of choice, had been evaluated as 'dull.' Ten years later, Eileen sheds some light by remarking that one trip to a hospital was enough to lead to a re-evaluation of this decision.

By eleventh grade, the only comment regarding occupational goals was "I have absolutely no idea . . ." The Lab interview, however focuses on law and accounting. It is at this point that teaching is mentioned briefly by Eileen in the context of looking for a career that allows for marriage as well; (". . . but I don't like teaching"). She was quite sure that she would go to college but any more specific plans were indefinite.

By twelfth grade, accounting had become Eileen's number one career choice. This decision, influenced by a visit to a woman professor of accounting at the ________ campus and her mother's suggestions turned out to be quite short-lived. Law was still being mentioned as an eventual posibility. The decision to begin college at a small school, specifically _____ campus of the UW system was, in fact, carried out. Eileen had done a considerable amount of soliciting of advice from peers, parents, and counselors before arriving at this decision. In retrospect, both two years after high school graduation and ten years later, she was satisfied with this choice of schools.

Most of Eileen's comments about her experience during the first two years of college reveal familiar patterns. She finds the work easy, the competition minimal, and seeks to fulfill the need for stimulation through many extra curricular activities. "The fact that I don't have to worry about my grade point has freed me up for extra curricular activities. I often wish I had more time to study more thoroughly, yet I feel a need for my extra curricular activities." Contrary to earlier stated preferences, her stated major upon entering college is elementary education. "I have decided on being a kindergarten teacher, although other thoughts still come to mind occasionally. I believe this will be satisfying and it combines well with marriage." The process that took place between the 12th grade Lab visit and the beginning of freshman year is no longer part of Eileen's memory but it appears that old longings to be 'normal' and concerns about the difficulties of having a career and a family played a part in this reversal of goals.

In any case, a stimulating political science course coupled with the effect of becoming "disgusted with education courses" led Eileen to change her major to political science with a journalism minor her second year. At the time, she said she was uncertain about her occupation, considering newspaper writing, and planning to work in Washington D.C. the following summer. From the vantage point of ten years later, Eileen says she decided she would rather really learn something in college than have the job security that a degree in education would have assured.

Since graduating from ______ with a degree in political science, Eileen's pace has not noticeably lessened. She spent two years working as a reporter for city government in ______ and in _______ employed by _________________. She is presently in law school and reports that she missed law review by one point this year - no minor accomplishment when surrounded by other very bright students. She does admit, though somewhat grudgingly, that she still stands out among her peers even when she feels that she's not working as hard as they are. (She tends to make some excuses for this, e.g. "Intelligent women still stand out") she reports feeling more confident now than she recalls feeling in high school although she is still not entirely at ease with her extra abilities.

Eileen is also married and she and her husband have almost definitely not to have children. She feels her career is central to her life, loves law school and is excited about becoming a lawyer. She credits her high school for having given her good preparation, her parents with allowing her options, college professors and especially her husband (whom she met shortly after entering college) with being major sources of influence, support and encouragement to follow a non-traditional route. She claims that there is nothing she would have done differently.

CASE OF DAVE

AWARENESS - SELF

Eleventh Grade

Had a drive to achieve while in high school - "wouldn't want to be mediocre."

Expressed that his main goal was to find himself and not an occupation at this time.

Twelfth Grade

An awareness that he has greater potential than some of his contemporaries.

Sees some of his short coming as related to the sciences--not probing, not very meticulous.

Wants something creative.

It seems that Dave is influenced to consider new future possibilities each time he becomes deeply enthusiastic about an activity or experience in which he is involved.

Interview Data

After college faced the question of "Who am I?"

He was one of the elite in high school.

When he takes the initiative, he gets the best results in terms of personal growth.

At this point he feels frustrated because he is not powerful enough.

Now, he is aware of his own problems and how he grew.

He doesn't do enough trying--things seem to overwhelm him.

He considers himself very open--past few years he has gotten in touch with his feelings and is accepting them.

First Year College

Looked into the college he was attending very closely.

Fifth Year College

Worked two years as a psych aide because of the draft and his conscientious objection.

Tenth Year College

"I'm very late in deciding upon career goals and not very well advanced in any one field."

AWARENESS - SOCIAL

Ninth Grade

Aware that some social needs might not be met if a class is composed only of one type of student.

number of his parents morals and convictions have come to him.

Girls have always succeeded in confusing him.

Tenth Grade

He wants to develop his own independence.

Eleventh Grade

He wants to develop his own independence.

Had little time for poor students while in high school classes.

Felt he let teachers down if he didn't have the answer.

Teen-agers are childish.

Twelfth Grade

While an editor of the school paper he found that he liked to lead groups.

Asthma prevented him from some forms of recreation.

Wants to learn to be self-educating.

Interview Data

Had emotional problems in college.

Re reacts against authority.

He gave very little realistic thought toward a job or career while in high school or college.

Now he is a gregarious person.

In college he was self-conscious.

He was not very open to other people early in his life.

Some of his fears of marriage resulted from the problems in his own parents marriage.

First Year College

He needed to develop self-discipline in his work.

Looked at himself as being poorly prepared for college with respect to the other students.

Tenth Year College

His life-style while enjoyable, had its frustrations and limitations.

(Past training)--awful as far as job training. Good for mind and soul.

AWARENESS - RESOURCES

Tenth Grade

Asked about school information.

Twelfth Grade

Lab help was not tangible--might help with college applications.

Wants to get to know interests and abilities through school-college.

Wants to go to school to find an occupation.

Interview Data

When he decided he had emotional problems he went to see a psychiatrist while in college (2 years).

He feels he needs a professional career to achieve a certain degree of power.

Went to see a counselor in Social Work two years ago to talk about his view that he was "not important or not known."

Tenth Year College

Blames schools and family for inadequate training to look at life. Starts to see himself as having a say in his life.

ORIENTATION - SELF

Tenth Grade

"Be on my own in 5 years."

"Be completely on my own in 10 years."

"Only my own limitations will prevent me from reaching my goals."

Three wishes: "to make good of my life by being self-supporting and contributing to my country."

Interview Data

Developed as a person came after college.

He was finally monetarily responsible for himself.

Didn't do any extra-curricular activities in college--felt guilty because he thought he had to study all the time.

The guilt came from himself.

Thought of himself as a scientist.

He identified with his father who was an M.D.

He didn't think himself capable to go back to school and be the head of a family (1974).

His idea of himself--he couldn't succeed and because he couldn't succeed he didn't try a lot of things.

He didn't feel he was ready for marriage until just before he got engaged.

He didn't feel he should get married:
   a. saw marriage as a trap
   b. afraid of the long-term commitment
   c. saw it as more than he could deliver to one person
   d. scared

Couldn't develop depth in a relationship until he got to know his own feelings.

Four years ago was a searching period in his life. He felt like a failure--he wasn't getting out of life what he wanted.

His main drive is to better himself.

Individual development first priority.

Likes mechanical things.

He knows he is sensitive and has some social and artistic skills.

First Year College

"If I had more competition in high school I would have been better prepared for the academics of college."

Fourth Year College

Counseling in college helped in the areas of personality development, decision making, learning strengths and weaknesses, developing self-confidence.

Tenth Year College

"Decisions are hard to come by but are soundest when I follow my intuition and inner feelings."

"The simple need for growth of responsibility to myself can only come from life experiences."

ORIENTATION - SOCIAL

Ninth Grade

Mother is protective.

"There was never any doubt in my mind concerning college--I was brought up with the idea of going."

Tenth Grade

Kidded about being above-average by older students.

Mother had strong interest in cultural things.

Serious-minded parents.

In some cases was treated and expected to be like older brothers and sisters.

Training program in the home was lax for Dave because he was an unexpected child.

Reasoning habits and patterns were developed at home.

Many ideas and standards developed in church.

"High school students should listen to their advisors more often and profit from adult experiences."

Eleventh Grade

"I'd like to spend the summer in a situation in which I'd be on my own and having adventure."

"(my father) likes to practice control over my decisions to a certain extent."

"I've never been over estimated by other students."

"In dealing with teen-agers one must guide him toward adulthood because after all it is you he is copying."

Twelfth Grade

"Many various activities have been very important in the development of my personality."

"The experience of college will make me a new person."

Interview Data

Aware that his mother influenced him a great deal in the development of his personality--sensitized him to esthetic things and values.

Couldn't handle the pre-med work in college--he gave up the idea of psychiatrist.

Had it with college after four years--didn't want to go to grad school.

Identified with his father who was an M.D.

It was hard to accept the switch from the natural sciences to psychology because he didn't know he had skills in other areas.

His wife encouraged him to go back to school.

Four years ago he felt stuck into a psychology job.

Wants autonomy in his own work.

First Year College

Discussions with older brother.

An older brother in a mental institution lead to personal awareness of psychiatry.

ORIENTATION - RESOURCES

Ninth Grade

"I've been exposed to beauty in the form of music, art, stage, and scenery through my family."

"Through my father's workshop I have had the facilities and opportunities to 'putter around' with mechanical objects."

Tenth Grade

Many interests came from reading books.

Eleventh Grade

Reading leaflets on various issues (i.e., pacifism)

Twelfth Grade

"Tests have shown that I'm well rounded and above-average."

Dave has been motivated to consider oceanography as a career because of the interest generated by reading Rachel Carlson's book, The Sea Around Us.

Interview Data

In college his social needs were not getting met--this lead to therapy.

He needed help in identifying his feelings. He began a series of therapy sessions with a counselor in Social Work (1973).

He does not feel that the Lab has been helpful to him.

First Year College

Visit to Mendota lead to an interest in psychiatry.

"I feel my extra high school activities and my personal acquaintances benefitted me most in maturing me."

Fourth Year College

Counseling in high school was inadequate especially in terms of personal development.

Counseling in college helped in a number of areas.

Fifth Year College

"I needed much more counseling than I had to help me think about career questions more realistically."

Tenth Year College

"Counseling in high school didn't tell me much about myself-without self-knowledge, career counseling is useless."

High school didn't prepare for academics at Reed.

"High school suppresses a lot of talent and ignores many aspects of the total person."

EXPLORATION - SELF

Ninth Grade

"Through knowledge gained from various sources I have set my goals."

He feels that decisions come easy for him because of these (his parents) influences.

Dave considers himself a normal boy with normal peer relationships.

Tenth Grade

He is beginning to consider the advantages and disadvantages of occupational possibilities in relation to the length of time that he will have to be dependent upon his parents for support.

Eleventh Grade

"With so many activities it takes real self-discipline to schedule time."

"I have many goals which I may not reach."

Interview Data

Since Dave was a freshman in college he wanted to be a therapist.

His experiences with sciences in his pre-med program lead him to believe he "couldn't make it in the sciences."

He is conscious of the decision making process, but he has trouble making decisions.

His wife has helped Dave to grow through the process of his deciding to get married and the process of working on that marriage.

First Year College

Identified several reasons for going to Reed College.

"I have a great deal to learn concerning effective study and effective use of time before being satisfied with any sort of success here."

"I shall be disappointed if I will not have more time for my own pursuits in the future."

"My use of time needs refinement."

"I need to discipline myself to tackle unpleasant assignments."

"I 'fit' socially in college."

"My social activities are drastically limited due to lack of time."

"My chief interest is in helping individuals with personal problems."

"Increased awareness of my responsibilities due to the death of my father."

Third Year College

Very uncertain of future plans, not too happy with school.

Sixth Year College

"I'm very dissatisfied with what I am doing--can't quit because of C.O. (conscientious objector) obligation."

Tenth Year College

"My photography and journalism work has strengthened interest in these areas."

EXPLORATION - SOCIAL

Ninth Grade

Wouldn't like classes with only above-average students because it wouldn't help him socially.

Their (Dave's parents)"morals and convictions have been handed down to me...good though as well as prejudices."

"At home I have been taught to be considerate, reasonable and loving."

He took courses such as French because they were good for him.

Tenth Grade

"My lack of punctuality...comes from my early training in which was lax."

"My oldest brother is quite punctual and meticulous. He was a much more pampered baby."

"School gave me...ideas and developed my abilities."

"My friends...have been very influential upon the details of my personality."

Eleventh Grade

"Interesting experience--the experience of spending my spare time with a new friend."

"Teenagers are often misunderstood because they try so hard to act mature when it is perfectly obvious that they are childish and because often they expect to be babied which is a contradiction to the adult image they are trying to create."

"The key to understanding teenagers is to understand their situation. Teenhood is the time of metamorphosis from childhood to adulthood."

"I see now the importance of learning how to take good notes in class."

Twelfth Grade

"I'd like to learn how to get along in different environments."

Comment:

Emphasized a great deal on relationships with girls especially during the high school years.

Interview Data

Worked in a mental hospital summers after freshman and sophomore year in college.

Looked into clinical psychology programs early in college.

He sought out a psychological ward placement for his C.O. work.

Interest in photography was self-initiated and then encouraged by his high school chemistry teacher.

Used darkroom facilities at the school.

Wife encourages Dave to try new things.

Dave has received a great deal of support to look into new areas from his wife, the religious community which he belongs to, the Biahai's, and his friends especially when he went into photography and now going back to school.

Thought that he couldn't get into Grad School with his grades.

First Year College

"The conclusion which repeatedly occurs to me is that one's success in college is most dependent on ones willingness to discipline his mind.

Tenth Year College

"Perhaps using my interpersonal skills in a more effective way."

Plans on taking professional photography courses and set up studio.

EXPLORATION - RESOURCES

Eleventh Grade

"I can't believe your purpose is solely for our help. I'd like to know what patterns you are discovering by studying us." (Comment regarding the Lab)

Twelfth Grade

"The main advantages I gained from my experience in the Lab have been: 1) an insight to my abilities and 2) an awareness that I possess greater potential than some of my contemporaries."

"The Lab's influence hasn't been too tangible."

"I realize when I come back (from college) I won't be the same person as when I began. I should hope I won't be the same."

"Lab help was not tangible--might help with college applications."

First Year College

Excessive competition such as found at Reed can frustrate or challenge a person. It has caused both responses from me."

"Extra high school activities...benefitted me the most."

"The lack of lab work in high school was a significant detriment to me."

"Mr. C_____ was a great help in choosing a college and preparing my attitude to what I would find there."

"The Guidance Lab stimulated my thinking."

"I wanted insight, not informational pamphlets into a vocation while I was in high school."

"High school preparation in terms of academics is not too important as a determining factor in college."

"Career counseling was useless in high school."

Tenth Year College

"I think secondary schools and even Reed College to a lesser degree are atrocious as preparation for life."

"Public schools provide an unbalanced growing environment."

Blames school and family for inadequate training to look at life--starts to see himself as having a say in his life.

SELECTIVE FORMULATION - SELF

Ninth Grade

Wishes to be well-rounded and not have a one track mind.

He couldn't explain why foreign languages were good for him but he felt he should take it.

Tenth Grade

"Don't know if I have the imagination to be an architect."

"I'm not meticulous."

Dave's interests are divided between designing things and helping people through psychological counseling and research.

Eleventh Grade

Was looking at a number of possible occupations and had reasons for each one.

Twelfth Grade

Wants to get more education.

Wants a job in which he can be creative and challenged.

Not sure if the sciences are the right areas because he doesn't see himself as being probing, a lover of detail or very accurate.

A desire to achieve a good liberal arts education with possibilities for graduate study are primary prerequisites for Dave in looking at a college.

Interview Data

Wishes he had more self-initiative.

Wishes he had more self-confidence.

He was willing to sacrifice money to do what he wants.

He is beginning to value money because of his new family.

Needs to develop his ability for self-expression.

His marriage has mellowed him out, made him happier and more satisfied with himself, more confident with his abilities and more aware of his capacities.

One of his strengths is his awareness of personal, emotional, and mental problems related to the human relationship. (This is a self-assessment)

Dave wants to have a sense of autonomy in his work.

First Year College

Established priorities for choosing a college very closely.

"(My chosen) occupation requires a broad educational background which suits my aptitudes. It allows for creativity...it requires more than just a technical knowledge and understanding.

"Only new discoveries about my interests and capabilities will prevent me from reaching my goals."

Tenth Year College

Uncertainty, ambivalence and inadequate goal setting are personal handicaps.

SELECTIVE FORMULATION - SOCIAL

Ninth Grade

He describes the interest in this activity (working in his dad's shop) as a developmental one.

Tenth Grade

Planning to take architectural drawing during junior year because he was planning to be an architect.

Would like to have some classes with above-average students because he misses good intellectual subjects.

"I'm not really creative, but I appreciate and understand the creativity and art works of others."

Eleventh Grade

Found he was bored with a class because teacher and classmates weren't stimulating.

Liked the sciences because they were a challenge to him.

Wish: have a bigger school with more girls.

"I can learn alot from other people."

There are indications that Dave is hypothetically placing himself in various vocational roles.

Twelfth Grade

"I have found that I like to lead groups and be creative."

He found it hard to utilize his abilities in high school because he was smarter than most of his classmates.

Liked the sciences because they were a challenge to him.

Interview Data

Sought a psychological ward placement for C.O.

Sometimes he thinks he hasn't been realistic enough to earn a living.

Needs to develop his interpersonal skills so that he can be more effective in helping other people.

Dave feels that he has taken all his life and he wants to return something to other people.

He wants to change the world around him.

Through his experience he knows somethings that will help other people to grow and develop.

He wants to help other people to get in touch with their feelings.

He is worried about his abilities to do family counseling.

He views that the problem in a relationship is not isolated but related to the total environment.

His Bai hai faith has made him more aware of the importance of the primary family unit, society at large and its influence on the individual.

His family has made him a lot more sensitive to others.

Learned to develop and process film on his own while in high school.

First Year College

"I suspect I am above average in academic preparation."

"It looks like medical school will be necessary but I can't see myself enjoying it. There may be another course of study which will lead me to a related field."

Third Year College

Uncertain about plans--but grad school seems inevitable.

Sixth Year College

"I am undecided about a vocational choice."

Tenth Year College

Long-range career not defined. Studio photography possible although freelance photojournalism more attractive.

SELECTIVE FORMULATION - RESOURCES

Ninth Grade

Has used the knowledge gained from acquaintances, books, and experiences to develop morals and opinions.

Twelfth Grade

Wants to go to school to learn about the different occupational possibilities.

Interview Data

He saw a counselor two years ago that was a very good influence on him.

This therapist was the first that Dave had seen that was not afraid to show his feelings.

At this point Dave became more comfortable in the display of his feelings.

First Year College

Looked to Mr. C_____ for help in looking for a college.

Fourth Year College

College was helpful in terms of giving information about new fields of study.

Tenth Year College

"If I needed help I turned to a family psychiatrist. I used to keep a lot of decisions to myself."

ACTION - SELF

Ninth Grade

Doesn't work on his lack of accuracy in relation to the sciences.

Wants to go into architecture as a result of his working with mechanical objects.

"Many of the humiliations that I have had throughout my life have caused me to strive for improvement of conditions and relations."

Eleventh Grade

Dave does not want to be mediocre at whatever occupation he chooses.

Twelfth Grade

Wants a well-rounded occupation.

Unsure about a career choice.

The desire to be creative, physically and mentally active, and a "well-rounded individual" have been continuous criteria for Dave's decisions.

Comment:

If Dave didn't like a subject in high school he blamed himself because it must be important if it is taught.

Interview Data

He states that the major decision points in his life were:

a. choosing a college
b. deciding on a psychology major
c. becoming a C.O.
d. not going to grad school right after college
e. taking training in photography
f. joining the Bai hai faith
g. getting married
h. going back to grad school
i. dropping his job with a photography firm

Decided he wanted to do family and marriage counseling.

His biggest decision as he sees it was his decision to join the Bai hai faith. (This happened four years ago in California)

This decision brought the ideas of unity and peace together in his mind.

Wanted to be married at a younger age but didn't think he could support a family on his income.

First Year College

Doesn't work on his lack of accuracy in relation to the sciences.

What Dave wants to do ties closely to what he perceives Reed College to be.

Dave thinks that a persons limiting factors are persistence and desire. (He doesn't look at competencies)

Third Year College

Not happy with school because of certain social and academic problems.

Sixth Year College

Unhappy with C.O. job because of low pay, no mobility, high emotional demands and the idea that he can't quit until his C.O. is done.

Tenth Year College

Not very well advanced in career goals.

Very happy with life-style but it does have frustrations and limitations.

ACTION - SOCIAL

Ninth Grade

Sees the need to go on to college for what he wants to do.

Twelfth Grade

His decision to become editor helped him to become more creative and also to work as a group leader.

Sees the necessity of medical school or other type of grad program.

Sees school as a way to find out more about his interests and abilities.

Interview Data

Three years after he finished college he went into a photography program at ____________________.

In high school he was given the freedom to try things that he wanted to look at.

When he has made major decisions there was always a very important person or group of people who supported him.

Took part in a quantitative analysis night class that was offered by a high school chemistry teacher. (Lasted only a few sessions)

Went to take photography classes because of previous interest and he wanted to get out of the psychology job.

Started grad school in ______________ to work toward doing family and marriage counseling.

First Year College

Sees the necessity of medical school or other type of grad program. (Also Second & Third Year College)

Starting to look at alternatives to medical school.

Third Year College

Grad school still important--sees as inevitable.

Fourth Year College

Uncertain about career plans because of responsibility to the draft and his C.O. status.

Vita:

Worked as a freelance photographer and in photography shops.

ACTION - RESOURCES

Interview Data

Still is close to his brother.

Has close ties to the Bai hai faith.

Family very important to him.

Fourth Year College

Teachers were main inspiration in Dave's completing college.

Comment:

He keeps contact with the Lab through the completion of follow-up questionnaires that are sent to him.

SUMMARY AND CONCLUSIONS

Demographic Information

David is 30 years old and is the youngest of four children. Both of his parents finished college. His father is a medical doctor in a small rural town in Wisconsin.

David graduated from __________ High School in 1963. He took part in the Research and Guidance Laboratory from 1959 to 1963. After high school he went to college in Portland, Oregon and received his B.A. in psychology in 1967.

David declared himself a conscientious objector in 1967 and from November 1967 to November 1969 he worked in a Neuropsychiatric Center to satisfy his alternative service requirement. In 1970 and 1971 he took photography courses in a semi-professional curriculum program at ______________. He worked as a self-employed freelance photographer from September 1971 to March 1974. From March 1974 to September 1975 David worked as a professional photographer. From September 1975 to the present he has worked in the Counseling and Guidance Department at the University of Wisconsin-Madison.

David started the master's program in the Department of Counseling and Guidance at the University of _______________ in September 1975.

David was married in March of 1974. His family consists of three children from his wife's previous marriage. Mary, David's wife, is an art student at the University of _____________.

Trends in the Development of Self

As David has grown older he has become more conscious of himself and he is able to see differences between himself and others. He is more objective in the way he looks at himself now than he was while in high school. At that time he was aware that he had greater potential than a lot of his peers and that he had a drive to achieve or make something of himself. At this point he is aware of his own problems and how he worked through them. In the past few years he has gotten in touch with his feelings and he is more accepting of them. He feels frustrated at this point because he doesn't see himself as having enough power to do what he wants. But, part of this may be because his career goals are not very well defined. He feels he is very late in developing this area of himself.

Dave has recognized that others have given him the freedom to develop his own plans for his future. While in high school he was looked at as one of the elite. This allowed him to do a variety of activities that were not open to other students. The Lab report for David in his senior year in high school reported that David seemed to consider new future possibilities each time he became deeply enthusiastic about an activity or experience in which he was involved. David was allowed a great deal of flexibility to plan his future.

While David is aware that he is responsible for making decisions and designing future plans, he thinks that there are times when he doesn't try his hardest and that problems overwhelm him. When he takes the initiative in handling problems he gets best results in terms of personal growth.

As a junior in high school David expressed that his main goal was to find himself, not an occupation. When asked about what his reactions were to that statement he stated that when making a decision he looks at what effects the decision will have on expanding his knowledge of himself. This goal of finding himself still seems to be one of David's primary motivations.

While in college David started to evaluate various aspects of himself. Through a counseling process started in David's second year he developed a framework for decision making and personal development. According to David, it wasn't until after he had finished college that he really started to develop as a person.

Through a second series of counseling interviews completed a couple of years ago, David thinks that he is much more sensitive to others and that his social skills are improved. This increased sensitivity to others, according to David, comes in part from an increased awareness of his own feelings. He thought that he couldn't develop any depth in a relationship until he got to know his own feelings.

David still has problems identifying parts of the decision making process and in turn separating the outcome from the process. As late as 1973 he wrote that "decisions are hard to come by but are soundest when I follow my intuition and inner feelings."

David recognized a growth in personal responsibility after he had been out of school for 10 years. He wrote at that time, "the simplest need for growth of responsibility to myself can only come from life experiences."

At times David hasn't been willing to accept the responsibilities for decisions that he was suppose to make. Because he was unwilling to accept the responsibilities of these decisions he has a tendency to put off making them. His idea of himself was that he couldn't succeed and because he couldn't succeed he didn't try a lot of things. This may have been brought on during his college years when he took part in very few extra-curricular activities because he felt he should be studying all the time. By rationalizing things this way he avoided certain social situations that were difficult for him. This lack of self-confidence seems to be opposite to his perception of himself during high school. While a juhior he wrote that "only my own limitations will prevent me from reaching my goals."

David recognizes the importance of planning to accomplish goals he has set for himself but at times in his life he has had problems planning. While in high school David took part in a wide variety of activities. He found that "with so many activities it takes real self-discipline to schedule one's time." In college, David found that his "social activities were drastically limited due to lack of time" and that he has a "great deal to learn concerning...the effective use of time." At that point he was concerned that in the future he would have enough time to pursue some of his own interests that he didn't have time to do while in college. One major problem that he had was that he had to discipline himself to tackle unpleasant assignments and this lack of discipline would at times throw his planning off.

While in high school David appeared to be developing good decision making skills. As a freshman he thought that decisions came easy for him because of his parents influences. A further example of this was his statement that "through knowledge gained from various sources I have set my goals." He had the ability to look at both sides of an issue before he made a decision. In the Lab report for his sophomore year the author said that "He (David) is beginning to consider the advantages and disadvantages of occupational possibilities in relation to the length of time that he will have to be dependent upon his parents for support." While choosing a college to attend he developed a list of criteria and then examined each school he was thinking of attending to see if it satisfied this list.

This good start in developing decision making skills seemed to wane as David grew older. During an interview he stated that he was conscious of the decision making process but he still has problems making decisions. This turn around may be related to a lower sense of self-confidence that David has now in comparison to how he perceived himself in high school.

David did state that he is having an easier time making decisions now than he had while in college and after college because Mary, his wife, has been helpful and has been very supportive.

In high school David considered himself a normal boy with normal peer relations. And, during his first year at school he said that "he 'fit' socially at the college." As David started to experience some problems socially during his second year his self-assessment changed. This lead to some emotional problems which in turn lead to a personal therapy program.

David modified his career goals throughout his college years. Initially he started in the natural sciences but he left because his experiences lead him to believe that he "couldn't make it in the sciences." He then turned to his chief interest which was helping people with personal problems with the idea of a graduate program in some area of psychology. As he progressed into his third year he became very uncertain of his future plans and he was not too happy with school.

After college his career goals again went through several changes. After college he was required to do two years of alternative service to fulfill his draft requirement. This was a very dissatisfying experience for him but he couldn't quit because of his C.O. obligation. After his experience in the mental health ward his interest in counseling waned and a revival of an interest in photography lead him to attend professional photography classes. He worked as a photographer for a number of years before he went back into therapy. His experience with the therapist revived his interest in counseling which lead him to apply and be accepted in a graduate counseling program.

David has been able to zero in on certain qualities that he thinks are needed to succeed in a certain occupation that he has chosen to look at. While in high school he looked at a number of possible occupations and the skills or qualities he would need to have. Then he looked at himself to see if he possessed these. This lead him to reject certain careers. When looking at architecture he didn't think that he had the imagination to succeed here. Later he didn't think he could succeed in the natural sciences because he didn't see himself as a "prober," a lover of detail, or "very accurate."

David seems to have a negative perception of himself. While talking about himself in an interview he initially mentioned a number of areas where he thought he needed improvement, such as need for more self-initiative and self-confidence, and the need to develop his ability for self-expression. It was only when he was directly asked what he thought his strengths were did he respond favorably. His statement, that "one of my strengths is my awareness of personal, emotional, and mental problems related to human relationships," was the only one he mentioned at this time. David thinks that he has made some great improvements in his life since his marriage to Mary. The marriage has mellowed him out, made him happier and more satisfied with himself, more confident of his abilities, and more aware of his capacities.

Very early in high school, David stated that he wants "to be well-rounded and not have a one track mind." This idea has dominated his thinking. On his first year in college he stated "that my chosen occupation (psychiatry) requires a broad educational background which suits my aptitude. It allows for creativity....and it requires more than just technical knowledge and understanding." In an interview last fall he said that he wants to have a "sense of autonomy in his work." He wants to be able to address a number of tasks during the course of his work.day.

David developed priorities for things he wanted to do without much difficulty while in high school. "David's interests in high school were divided between designing things and helping people through psychological counseling and research." (Lab Report-Sophomore Year) As a junior, David was looking at a number of occupations and had listed them according to a set of priorities that he had. Through his family he had been exposed to the idea that he would be going on to college after high school, but he started to see that for anything he wanted to do he was going to "need more education." In looking for a college to attend he developed a set of criteria--the primary one as getting a "good liberal arts education with possibilities for graduate study."

While David seemed to be able to establish priorities easily while in high school, he had a more difficult time after that. On a ten year follow-up he stated that "uncertainty, ambivalence and inadequate goal setting" are personal handicaps that he had to work on.

David thinks that the biggest decision that he has made is the decision to join the Bahai faith. "This brought the ideas of unity and peace together in my mind," David stated in an interview. This decision was made about four years ago while he was finishing up his obligation to the draft. The decision to join occurred at a time when he was unhappy and felt "trapped." Three years ago he responded that he was very happy with his lift-style even with its frustrations and limitations. In that year to year and a half period he seemed to resolve a great deal of conflicts within himself. As he stated during the interview he thinks that the Bahai faith has given him a new outlook on the relationships he has had with people.

A number of times in his life David has been unhappy with his career situation. He mentions this during his third year at __________ College, while he is doing his alternative service, and while he was working in a photography studio. Each time David saw himself as not being a very important person in that setting. David has a great need to be important and when this doesn't happen in a particular situation he starts to have negative feelings about the setting.

David, while changing direction in his life in terms of career choice, is still using many of the same criteria for deciding what he wants to do as he did while he was a senior in high school. In the Lab Report for that year the author stated that "the desire to be creative, physically and mentally active, and a 'well-rounded' individual have been continuous criteria for David's decisions." In an interview last fall David stated that he wants a career in which he has a wide variety of tasks and responsibilities.

Trends in Social Development

While David was in high school he looked at adults for identification much more than he looked to his peers. He stated the part of his personality was developed by his interactions with his friends but he thought that most teen-agers were "childish" and he had "little time" for poorer students. On the other hand he thought that he had "let teachers down" if he didn't have an answer to a question they had asked. He also stated that the main reason he got through college was the interest that some of his instructors had in him. While he didn't have time for poorer students, he realized that "some social needs might not be met if a class was composed of only one type of student (above average student)."

He had developed a great respect for teachers and other people in important positions while he was in high school and college. This respect for authority has waned and during an interview he stated that today he "reacts against authority."

David developed an awareness of adult behaviors and identified with them early in his life. As editor of the high school paper, David found that he liked having a great deal of responsibility. He liked the idea of organizing and the delegating of tasks to people who were working under him. It gave him a sense of power.

Also early in high school, David wanted to develop his own independence. He wanted to be "self-educating" and didn't want to have to rely on others for help. This need has extended to the present where David still senses a need for autonomy in his work. He also found that to do things on his own he had to develop better self-discipline to accomplish those things he sets out to do.

According to David, he has undergone an outward change in the way he interacts with people. Early in his life he was not very open to other people in fact he "usually keeps decisions" to himself. While in college he was very self-conscious and had some problems interacting with others. He views himself now as a more gregarious person who is able to open up to others because he has become more aware of himself as a person and he is more willing to share his ideas and feelings with others.

David developed a fear of marriage through the problems his parents had with theirs. Repeatedly during the written material he sent to the Lab he stated that "girls confuse me" and that he had some problems in developing relationships with them. His fear of marriage waned shortly before Mary and he decided to get married.

During an interview David said that he gave "very little realistic thoughts toward a job or career while in high school or college." He thinks that this is one of the major faults of his education. He stated that he had no idea just what was expected of someone who was working when he finished college.

David recognized early just how much of his personality and life-style is the result of the environment in which he lives. As a senior David wrote that "my various activities have been very important in the development of my personality." He thinks that teen-agers are "copying" adults in order to learn the correct adult behavior in a situation. David believes that by reacting to new situations and seeing which behaviors are viewed as acceptable the person grows and develops.

David thinks that his mother has had the greatest influence on him. She has sensitized him to "asthetic things and values." her protectiveness plus his father's desire "to practice control" over his decisions have lead him to look for more independence in his life often leaving home.

As a young man David identified with his father who was a medical doctor. He decided that he wanted a career in the natural sciences and as a junior in high school started to shift emphasis from more asthetic areas such as architecture. During the first two years at _________ College he found that he couldn't handle the pre-med work that was required and changed his major to psychology. This was a very difficult switch for him because at this time he didn't know if he had any skills in areas outside of the natural sciences. This change seems to have had a profound effect on what he wanted to do with his life because it made him re-evaluate other aspects of himself. It also made him look at his other interests and decide which interests could be turned into a possible career.

For each of David's career choices he has had some experience in that field prior to his decision. In the case of counseling he had worked in a mental hospital after his freshman and sophomores years in college and for one year he was a resident advisor in a dormitory. When he was required to do alternative service he sought out a psychological ward placement and worked there for two years. He was also exposed to counseling through different therapists. Such actions lead to a graduate program in counseling. Prior to his decision to go back to school in photography he had experience in high school with the school paper. He had also worked on this skill after he finished college.

David realizes that his parents had a major role in training him in the acquisition of ideas, attitudes and values that he would use as an adult. He wrote that his parents "morals and convictions have been handed down to me...good as well as prejudices." He also states that his "lack of punctuality...comes from my early training...which was lax."

In high school he was aware that the school "gave him...ideas" and "developed his abilities" but he also views school to be a place for more than just academic learning. He also saw it as a socializing institution that would help him to get to know himself and how to interact with other people. This is exemplified when he stated that "he wouldn't like classes with only above average students because it wouldn't help me socially."

David views the individual as having total control in the determination of his future. At the point that he decided that he couldn't make it in the sciences he looked ahead and came to the conclusion that "one's successes...is most dependent on ones willingness to discipline the mind." He also takes the view that if a person works hard enough they will eventually reach their goals. As he looks back now when he graduated from college he thought that he wouldn't be able to get into any graduate program in psychology because his grades were not that good. His actions indicate that he still had an interest in this area and that he possibly hoped that if he acquired some experience it might improve his chances of getting into a graduate program at a later date.

Dave revealed that most of his major changes in his life-style have come when he has been around people who actively give him support for the change. This support has come from members of his religious community, close personal friends or family and lately from Mary, his wife. It is apparent that when he receives this support he takes the initiative to set out to reach a goal he has set for himself.

David has placed a great deal of importance on the ability to communicate effectively with people. He realized that he "can learn a lot from other people" early in his life and even today he states that he "needs to develop his interpersonal skills so that he can be more effective in helping other people.

He has also worked on developing skills in a wide variety of areas such as photography, carpentry, psychology and writing to satisfy some of his needs for work and leisure.

David believes that the environment has a profound effect on the development of a person. He first became aware of this while in high school. He found that he was "bored with a class because the teacher and the students weren't stimulating." He also thought that it would be helpful to him in some cases to have classes of only above average students because many times he "misses good intellectual discussion."

His faith has made him more aware of importance of the primary family unit, society at large, and its influences on the individual. He views that the problem in any relationship is not isolated but is related to the total environment. In viewing relationship problems this way he is at times worried about his abilities to do family therapy. And yet, he thinks that "through his experience he knows somethings that will help other people to grow and develop."

While David was doing a great deal of planning while in high school for what he wanted to do as he grew older, this ability to plan ahead seems to have decreased as he grew older. From "hypothetically placing himself in various vocational roles" (Lab report junior year) David has advanced to stages of "uncertainty about plans" (Third year follow-up) to "undecided about career goals" (Sixth year follow-up) to long-range career goals are not defined (Tenth year follow-up). This last stage lasted until approximately two years ago. Since that time David has started to make some plans concerning a career in family counseling and he has begun a graduate program in counseling.

David evaluated himself during high school and college mainly on the intellectual level with some comments related to his social relationships. Most of these statements were very general such as: "I was smarter than most of my class mates" or "I 'fit' socially." Today he is more critical and he is getting a better picture of who he is. He sees himself as having to give of himself to other people because he thinks that he has taken all of his life from other people.

For most of his life David has looked at educational institutions as having the facilities to handle the training that he thinks is necessary to do what he wants to do. As a freshman he saw "the need to go on to college." As a senior and through his third year in college he was writing about medical school or some sort of graduate school program. His life was centered around school and it wasn't until he finished college that he realized that he was uncertain about career plans.

David has thought that schooling is a way to find out more about his interests and abilities. Each major shift in life-style was accompanied by entrance into an educational program; pre-med and psychology--____________ College, photography--___________College of __________________, and counseling at _______________________.

Trends in the Identification and Use of Resources

David has relied on the educational system a great deal to get information; about himself, other educational institutions and various occuaptions. While in high school he asked Lab staff for information on architectural schools. As a senior getting ready to go to college he hoped that college would help him to "get to know" his "interests" and his "abilities" and that he would find an occupation.

David has been able to determine when he should seek outside help in the handling of emotional problems. He has had a need to talk with counselors a couple of times during his life. The first was while he was in college and he thought he had some emotional problems. The last occasion was two years ago when he found himself "not as important" or "not known" as much as he would like to be.

David didn't see the limitations of available resources until after he had finished college and was out looking for a career. He found the counseling he had received in college to be helpful in a number of areas but he saw the counseling he had in high school as inadequate in terms of personal development.

After he was out of school for a while he thought that one limiting factor of his high school counseling was himself. He stated that "without self-knowledge, career counseling is useless." He didn't give the counselors in the high school a chance to get to know him because he didn't open up to them.

His family has exposed him to a wide variety of ideas and values but he realizes that along with the good he saw and the ideas he developed he also acquired some of their prejudices.

David is able to look back and see the value and possible limitations of certain resources, but there is no evidence to show how he evaluates resources while he is using them.

David has been able, a couple of times in his life, to identify a therapist when he felt a need to talk through some of his problems. On both occasions he was pleased with the outcome of the sessions.

David's reactions to the Research and Guidance Laboratory were mixed. As a senior he stated that the main advantages were: "1) an insight into my abilities, and 2) an awareness that I possess greater potential than some of my contemporaries." And yet, later in the same essay he states that the "Lab's influence hasn't been too tangible." After finishing high school he said that the Lab "stimulated my thinking." But, during an interview his reaction to the Lab was very negative and he couldn't identify anything that it had done for him.

David has a very low opinion of the worth of secondary schools. He thinks that they are an "atrocious preparation for life" and that they provide an "unbalanced growing environment." He thinks that it would be much better if the schools could give a person some insight into a vocation and not just informational pamphlets. The main benefits from high school for David came from extra-curricular activities and his association with some of his teachers.

Resources that David turns to for help in facilitating decisions are mainly professional people. Up until two years ago he would keep a lot of decisions he made to himself but if he needed any help he would "turn to a family psychiatrist." Mary, his wife, has taken over some of that role and he is very comfortable with his role in giving him support for his decisions.

David uses a wide variety of resources before he makes a decision. These include: friends, books and other reading matter, educational institutions, professional people, and his previous experiences. This wide variety of resources allows him to see possible options that he may not have seen if he had only consulted one source.

David still maintains very close ties with the Bahai religious community here. This group has provided support for him when he was making his decision to get married and to go back to school in a graduate program.

His family has been a more recent source of support and David seems to have benefited a great deal from them. This is apparent in terms of becoming more sensitive to others and a willingness to try something new. They have also made him more aware of his responsibilities to himself and to them.